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ABSTRACT

Developed for use in small groups, this unit is intended to help Key Stage 3 pupils in England who have attained Level 3 in English to improve their spelling further. The sequence of 18 sessions revisits and builds on objectives from the primary "Framework" in the way envisaged in the "Framework for Teaching English: Years 7, 8, and 9." The pace of each 20-minute session is deliberately fast, and each session is built around the following teaching sequence: remember, model, try, apply, and secure. Sessions are linked with a pupil workbook called the "Spellofax" which can be made into a booklet for each pupil. Appended are weekly overview sheets and tracking sheets. (RS)

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Key Stage 3
National Strategy

Literacy Progress Unit
Spelling

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Spellofax

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Introduction to
Key Stage 3
Literacy Progress Units

The context of the Key Stage 3 National Strategy

A key factor in raising standards is ensuring that more pupils have the competence and confidence in literacy to cope well with the learning challenges of the secondary curriculum. The government is committed to giving more pupils access to that curriculum by extending the principles and practice of the National Literacy Strategy into Key Stage 3.

There are three major elements to the drive to raise standards of literacy in secondary schools through the Key Stage 3 National Strategy:

i training for English departments on increasing achievement through effective teaching based on the *Framework for teaching English: Years 7, 8 and 9*

ii cross-curricular training on literacy for all staff

iii support materials for teachers of pupils who attained below Level 4 at the end of Key Stage 2.

Pupils who enter Year 7 on Level 3 need additional support if they are to develop the literacy skills that can unlock learning and enable them to reach the national expectation at the end of Key Stage 3. Literacy Progress Units have been developed to offer such support.

The need for Key Stage 3 Literacy Progress Units

The evidence from national test results 1996–2000 shows that almost two-thirds of pupils who enter Year 7 without having achieved Level 4 in English, fail to reach Level 5 at the end of Year 9. Many of them also fail to do justice to their abilities in other subjects because they find it difficult to handle the pressures of reading and writing with sufficient speed and skill. That is a situation the government is determined to tackle. The need for specific support in relation to writing is clear, given the disparity in attainment between reading and writing at the end of Key Stage 2. (In 2000 83% of pupils gained Level 4 in reading, as opposed to only 55% in writing.) Similarly clear, within the context of equality of opportunity, is the need to motivate and support the boys who form the majority of Year 7 pupils who have not yet achieved Level 4.

What so many of the pupils still on Level 3 need is tangible progress that will build their belief in themselves as successful learners. Experience with the Additional Literacy Support (ALS) in primary schools has shown that such progress is possible, using well-structured, fast-paced and carefully targeted intervention. The Literacy Progress Units provided for the Key Stage 3 National Strategy reflect the principles and practice of ALS which has proved so successful.

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These Literacy Progress Units reflect the belief that all pupils on Level 3 should aspire to Level 4 by the end of Year 7, and should aim to catch up with their peers by achieving Level 5 or above at the end of Year 9. Public indications of progress will be provided through the end of Year 7 progress tests for pupils who entered secondary school below Level 4.

Moving from Level 3 to Level 4

In achieving Level 3, pupils have shown themselves capable of reading with some understanding and fluency and of using different forms of writing with a degree of accuracy. What they need to learn is how to read with greater insight and understanding and how to express themselves in accurate, well-organised writing that uses language effectively at word and sentence level. In many cases this will involve revisiting aspects of English which they have met in primary school, but doing so with material that respects their status as secondary school pupils and assumes a 'can do' approach, which builds in and builds on pupils' existing experiences and abilities.

We know what we have to do to move pupils towards Level 4. The characteristic constraints for pupils who attain Level 3 at Key Stage 2, identified in relation to the three strands of the National Literacy Strategy, are:

Word level

- uncertain choices for long and unstressed medial vowel sounds
- limited grasp of spelling rules and conventions
- insecure understanding and use of possessive apostrophes.

Sentence level

- limited use of complex sentences
- variable use of commas to mark boundaries within sentences
- limited ability to use pronouns and verb tenses accurately
- uncertainties over speech punctuation.

Text level

- limited use of paragraphing and other organisational devices
- limited ability to organise non-narrative writing
- insufficient planning, reviewing and editing of writing for clarity, interest and purpose
- literal rather than inferential reading.

Key Stage 3 Literacy Progress Units have been informed and shaped by QCA analyses of Key Stage 2 English test results in recent years, by the evidence from OFSTED and by the emphases of the National Literacy Strategy. They focus on the critical features which move pupils on to Level 4 which are:

- developing effective strategies for information retrieval
- reading using inference and deduction
- using full stops, capital letters and commas accurately in longer sentences
- varying sentence structure
- organising texts in ways other than chronological
- using paragraphs effectively
- applying knowledge of spelling rules and conventions.

These features are reflected in the Literacy Progress Units, since addressing these aspects of English is the surest way to ensure progress towards Level 4 and beyond.

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Literacy Progress Units overview

The six units and the main areas they cover are:

- *Writing organisation*: organising and shaping writing effectively
- *Information retrieval*: extracting and evaluating information from a range of non-literary sources
- *Spelling*: spelling accurately, as a result of knowing the conventions and having strategies for improving spelling
- *Reading between the lines*: using inference and deduction in interpreting literary texts
- *Phonics*: applying knowledge of phonics in their own writing
- *Sentences*: having a repertoire of sentence structures and using them effectively.

Many teachers will be familiar with the content, if not the focus and methodology, in the units on *Writing organisation*, *Reading between the lines* and *Information retrieval*. The Literacy Progress Unit least familiar to many secondary teachers will probably be *Phonics*, but OFSTED evidence continues to indicate that the quality of phonics teaching in primary schools is variable and if pupils do not know about phonics they need to be taught. This aspect of word level work is of central importance in pupils' acquisition of literacy skills. The *Spelling* unit offers ways of addressing an area of continuing concern to teachers, to employers and to pupils themselves. Similarly significant, although an area of uncertainty for some teachers, is the *Sentences* unit: pupils need to understand enough about sentence grammar to be able to appreciate the choices available to them as writers, and to make those choices effectively.

Management and organisation

The role of senior staff

In relation to Key Stage 3 Literacy Progress Units, senior staff need to:

- lead from the top by giving visible support and, if possible, by becoming personally involved
- make any necessary timetabling changes
- explore the possibilities for having Literacy Progress Unit sessions outside the usual time of the school day
- ensure that Literacy Progress Unit sessions take place in situations which promote a positive learning atmosphere
- identify or, if funding permits, appoint staff for Literacy Progress Units
- agree monitoring procedures with the people involved
- inform staff not directly involved in delivering Literacy Progress Units
- provide the resources and equipment needed
- determine evaluation criteria
- encourage staff and pupils and celebrate achievement.

The role of the teacher

In relation to **pupils**, teachers need to:

- select pupils who will benefit from Literacy Progress Units, basing their assessments on judgements about current attainment, informed by the assessment guidance in each unit, and test results from Key Stage 2
- prepare the pupils by establishing appropriate expectations about how they will work during the Literacy Progress Unit sessions
- ensure that work done in mainstream lessons based on the *Framework* relates to, reinforces and builds upon what has been done in Literacy Progress Unit sessions
- monitor pupil progress in attitude as well as attainment.

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In relation to **teaching assistants and other colleagues**, teachers need to:

- make sure that the staff involved understand the principles and practice of Literacy Progress Units
- plan and liaise effectively
- offer support, especially during the initial stages
- help to monitor pupil progress
- observe or participate in some of the sessions.

In relation to **parents**, teachers need to:

- inform parents why their children have been chosen to work on Literacy Progress Units and explain how the units can support their children's progress
- suggest how parents can help
- keep parents informed.

Timing

Each of the six units has 18 sessions of 20 minutes. It is therefore possible to deliver a unit in six weeks, with three sessions each week. The units relate to the revision objectives in Year 7 of the *Framework for teaching English: Years 7, 8 and 9*, but they are not an alternative to the English programmes of study of the National Curriculum. They should be thought of as complementing or contributing to English lessons, not as replacing them.

Literacy Progress Unit sessions can be provided in or outside the school day, such as before school, lunchtime or after school. Sessions can also be fitted in to English lessons which follow the pattern recommended in the *Framework* and therefore include structured group time, but teachers need to recognise that this limits the opportunity to consolidate the aims of the main lesson.

Teaching and learning

Literacy Progress Units are flexible enough to be adapted to suit the contexts of different schools but they have been developed with group work, rather than whole-class activity, in mind. They can be delivered by teachers, by teaching assistants or by other staff such as librarians.

The units are based on the teaching principles and practice which have proved their worth through the National Literacy Strategy. Central to the approach in Literacy Progress Units is a movement from demonstration to independence in small secure steps. The small-group context allows the teacher to be aware of how effectively pupils are applying what has just been taught, and to intervene at the moment of maximum impact. Each session of 20 minutes usually includes:

- building on prior knowledge
- linking writing with speaking and listening and with reading
- a highly interactive approach
- an emphasis on teacher modelling
- gradual drawing in of pupils with scaffolded activities
- building pupil confidence through supported application
- consolidation of individual learning through revision and reflection
- a deliberately fast pace
- a sense of enjoyment through working together.

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The teaching sequence which underpins every session is:

Remember	Identification of prior knowledge and key objectives
Model	Teacher demonstration of process
Try	Shared exploration through activity
Apply	Scaffolded pupil application of new learning
Secure	Consolidation through discussion/activity

Units have been written for the adult who is delivering them, but few sessions are scripted verbatim since the teacher's own words will often be the best.

Pupils

Literacy Progress Units are intended for pupils who have attained Level 3 in English and are working towards Level 4. The proportion of pupils in that category varies so widely across schools that the decision whether or not to use a particular unit with a pupil must rest with the school. It will depend on the diagnosis of individual need, based on the analysis of Key Stage 2 results and evidence from a pupil's current work. It might be appropriate for some pupils to tackle six units during a school year, since the whole suite of units constitutes a powerful preparation for Level 4, while others, who have reached Level 4 in reading, might need only the units which will help them to improve their writing. Guidance on preliminary assessment is given in the Appendix to this Introduction, and more detailed diagnostic guidance accompanies each unit.

One of the teacher's permanent aims should be that pupils' self-esteem is enhanced by Literacy Progress Unit sessions. We want pupils to be confident enough to take risks, and to learn from their mistakes. The small-group situation envisaged for Literacy Progress Units offers particular opportunities for insecure learners: it is highly interactive and creates a close community of learners who come to trust each other enough to be honest with each other. The teaching sequence is designed to scaffold success for all, and the steps between the learning activities are small enough to allow little mistakes to be picked up so naturally and quickly that no one needs to make a big mistake. This means intervening early to correct errors, not allowing them to become embedded.

Ways of supporting pupils include:

- establishing that we all make some mistakes, and that they are usually valuable starting points for learning
- giving clear guidance over tasks and timing
- allowing sufficient thinking time
- using pair work to avoid individual embarrassment
- giving pupils strategies for signalling uncertainty and creating a 'not sure' option
- using supportive body language
- rewarding and commenting on positive behaviour, rather than noticing only negative behaviour
- being clear about errors, and not dodging the issue
- unearthing underlying misconceptions

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- going back a stage when necessary to model and explain first principles
- always preserving the pupil's dignity as well as the teacher's.

Staffing

In many schools the units will be taught by support staff as well as by teachers or librarians. The government has provided funding for an increasing number of teaching assistants in secondary schools, and the style of the units reflects an expectation that in many schools the teaching will be done by a teaching assistant, working with a group of around six pupils. The unit authors have therefore tried not to take subject knowledge for granted, and have been deliberately explicit about terminology and pedagogy. Schools are recommended to have training sessions for the colleagues involved, prior to the introduction of the units, and to ensure time for liaison between those teaching mainstream lessons and those delivering the Literacy Progress Units.

The role of teaching assistants

The number of teaching assistants in secondary schools is rising, since the government has recognised and welcomed the increasingly important contribution that teaching assistants are making to raising standards in secondary schools. Funding for teaching assistants in secondary schools has been increased substantially through the Standards Fund, as part of the government's commitment to provide an additional 20,000 (full-time equivalent) assistants for schools by 2002. It will continue to provide funding to maintain that level until 2004.

There are considerable variations in the quality of support and training for teaching assistants, and in the effectiveness with which they are deployed. As a matter of good practice, each school should have an agreed policy on the role of teaching assistants. This policy should include provision for training and for shared planning time.

The DfEE will be providing a training programme for secondary teaching assistants which consists of four days training and includes a module of two half-days on supporting pupils' literacy skills. The literacy module will include a session on the Literacy Progress Units. Local education authorities will be expected to disseminate this training to secondary teaching assistants and their mentors in the autumn term 2001 or spring 2002. The Key Stage 3 National Strategy will also be providing two days of training for English consultants on the Literacy Progress Units in June 2001. Consultants will be expected to offer this training to teachers and teaching assistants and schools will also be able to use these materials to do their own in-house training. At a later date there will also be training available to secondary practitioners on *Phonics* and *Spelling*.

The Literacy Progress Units have been written specifically for teaching assistants. This is reflected in the style and in the use of terminology. If a teaching assistant (or anyone else) is to deliver Literacy Progress Units effectively, that person will need to:

- feel confident about working with groups of Year 7 pupils
- be familiar with the *Framework for teaching English: Years 7, 8 and 9*
- be willing to plan and prepare with other colleagues
- have the necessary skills and knowledge to understand and deliver the materials
- prepare sessions in advance
- know and relate to the pupils.

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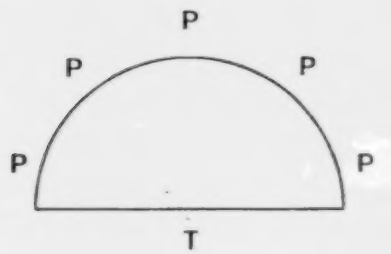
Shared discussion over implementation is essential. It is good practice to involve a wider group of colleagues (including the Head of English and the SENCo) in discussion of how the materials will be introduced and evaluated.

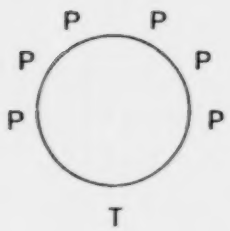
Preparation

Each session needs careful preparation in advance, since many of them depend on games or resource sheets which need to be at hand in the session to avoid slackening the pace. The timing of the sessions has such momentum that there is no time for finding or making resource materials. Many sessions need an OHP or a flipchart with the necessary accessories. The support materials are all photocopiable and there is always a list of the materials needed for a particular session. This means that careful storage of cards and other materials for future use is a good investment of time. Some units need posters and pupil response sheets available for a series of sessions if the learning opportunities are to be optimised. These need to be prepared in advance.

Location

It is not fair to the pupils, the teachers or to the materials if problems arise, not because of what is being taught, but where it is being taught. Many schools, in their planning for Literacy Progress Units, have ensured that they can take place in suitable situations. For example, they have arranged for pupils to be seated in an arc around the teacher in a way that maximises face-to-face contact and ensures that no pupil has to see a text upside down.





Parents

Parents have the right to know what is happening to their children and why. It is important to inform and involve parents as much as possible by providing information about Literacy Progress Units.

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Appendix: Initial assessment for Literacy Progress Units

Note: Focus only on pupils who gained Level 3 in reading and/or writing.

Using the outcomes of Key Stage 2 assessment

The ideal way to assess a pupil's suitability for Literacy Progress Units is to use Key Stage 2 data and to talk with the pupil's former teacher. The Key Stage 2 school mark sheet for end of Key Stage 2 assessments enables teachers in the secondary school to identify differences in patterns of attainment across attainment targets. (For writing there is a spelling mark, a handwriting mark, a writing mark and the overall total which determines the level for writing. For reading there is a reading mark and reading level.) Many pupils who gained Level 4 in reading, but not in writing, need the Literacy Progress Units on writing, but not those for reading.

Individual pupil cover sheets, available from primary schools, give a more detailed breakdown of the marks for writing and are useful for identifying specific areas of strength and weakness. These cover sheets give the marks for purpose and organisation, for style and punctuation in addition to spelling and handwriting. Such evidence can help to identify which units are priorities for a pupil.

Using evidence from pupils' work

If Key Stage 2 test evidence is not available, schools should consider Key Stage 2 teacher assessment. If this indicates that pupils are not secure in Level 4, pupils' current work should be assessed. Assessment guidance for each unit is available in the unit-specific introductions.

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Introduction to Spelling

This unit is intended to help Key Stage 3 pupils who have attained Level 3 in English to improve their spelling further. The sequence of 18 sessions revisits and builds on objectives from the primary *Framework* in the way envisaged in the *Framework for teaching English: Years 7, 8 and 9*.

The pace of each 20-minute session is deliberately fast, and each session is built around the following teaching sequence.

Remember	Identification of prior knowledge and key objectives
Model	Teacher demonstration of process
Try	Shared exploration through activity
Apply	Scaffolded pupil application of new learning
Secure	Consolidation through discussion/activity

The challenge facing a speller is very different from the challenge facing a reader. Spelling is a letter-by-letter process which involves a set of conscious choices not required in reading. There are no perfect spelling rules, but there are conventions that can help pupils to make informed choices, and English spelling is regular enough to repay systematic teaching. In David Crystal's words, taken from *The Cambridge Encyclopedia of the English Language*, pupils may be given spellings, but *'they are not generally told why spellings are as they are, or about how these spellings relate to the way words are pronounced. Without such a perspective, spelling becomes a vast, boring and time-consuming memory task.'* By contrast, the pace of these sessions is such that there is no time to be bored, and each step in the learning process is small enough to be coped with successfully. Underpinning the activities is a conviction that learning about spelling needs to be enjoyably interactive, and to be focused on specific objectives. We need to do more than just to give pupils words to spell: we need to give them strategies which improve their individual spelling and help them to understand why English spellings are as they are.

Sessions are linked with a pupil workbook called the *Spellofax* which is separated for ease of duplication and can be made into a booklet for each pupil. The *Spellofax* enables pupils to build a cumulative record of their learning through a sequence of 'Spelling Challenges', and it can become a point of future reference across the curriculum.

All the sessions require preparation, but some require more preparation than others. For example, the words which are used in some sessions need to be enlarged before they are photocopied on cards, and there is no time to do such things during sessions. It is helpful if pupils have access to dictionaries when working on Spelling Challenges, and if the *Year 7 spelling bank* is used to consolidate and extend the learning of spelling in English and other lessons.

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At various points in the unit there are references to 'spelling buddies'. Having partners encourages collaborative learning, and a sense of belonging to a 'spelling club'. It is not envisaged that spelling buddies should remain constant throughout the unit, and it is preferable if pupils work with different partners during the unit. That way they move towards independence as learners, rather than being dependent on the teacher or on a particular partner. A fundamental principle, stated long ago by Vygotsky, is common to all the Literacy Progress Units: what pupils can do today, with help from others, they can do for themselves tomorrow.

The principles behind the unit are apparent in the annotated sample session plan on pages xvi–xvii.

Phonemes are indicated as follows:

Consonants	Representative words	Consonants	Representative words	Consonants	Representative words
/b/	**b**aby	/n/	**n**ut, **kn**ife, **gn**at	/z/	**z**ebra, pleas**e**, i**s**
/d/	**d**og	/p/	**p**aper	/th/	**th**en
/f/	**f**ield, **ph**oto	/r/	rabbit, **wr**ong	/th/	**th**in
/g/	**g**ame	/s/	**s**un, mou**s**e, **c**ity, **sc**ience	/ch/	**ch**in, wa**tch**
/h/	**h**at	/t/	**t**ap	/sh/	**sh**ip, mi**ss**ion, **ch**ef
/j/	**j**udge, **g**iant, bar**ge**	/v/	**v**an	/zh/	trea**s**ure
/k/	**c**ook, **qu**ick, mi**x**, **Ch**ris	/w/	**w**as	/ng/	ri**ng**, si**nk**
/l/	**l**amb	/wh/	**wh**ere (regional)		
/m/	**m**onkey, co**mb**	/y/	**y**es		

Vowels	Representative words	Vowels	Representative words	Vowels	Representative words
/a/	c**a**t	/ie/	tr**ie**d, l**igh**t, m**y**, sh**i**ne, m**i**nd	/or/	t**or**n, d**oor**, w**or**n (regional)
/e/	p**e**g, br**ea**d	/oe/	r**oa**d, bl**ow**, b**o**ne, c**o**ld	/au/	h**au**l, l**aw**, c**all**
/i/	p**i**g, w**a**nted	/ue/	bl**ue**, m**oo**n, gr**ew**, t**u**ne	/er/	c**ir**cus, s**i**ster
/o/	l**o**g, w**a**nt	/oo/	l**oo**k, w**ou**ld, p**u**t	/ow/	d**ow**n, sh**ou**t
/u/	pl**u**g, l**o**ve	/ar/	c**ar**t, f**a**st (regional)	/oi/	c**oi**n, b**oy**
/ae/	p**ai**n, d**ay**, g**a**te, st**a**tion	/ur/	b**ur**n, f**ir**st, t**er**m, h**ea**rd, w**or**k	/air/	st**air**s, b**ear**, h**air**
/ee/	sw**ee**t, h**ea**t, th**ie**f, th**e**se			/ear/	f**ear**, b**eer**, h**ere**

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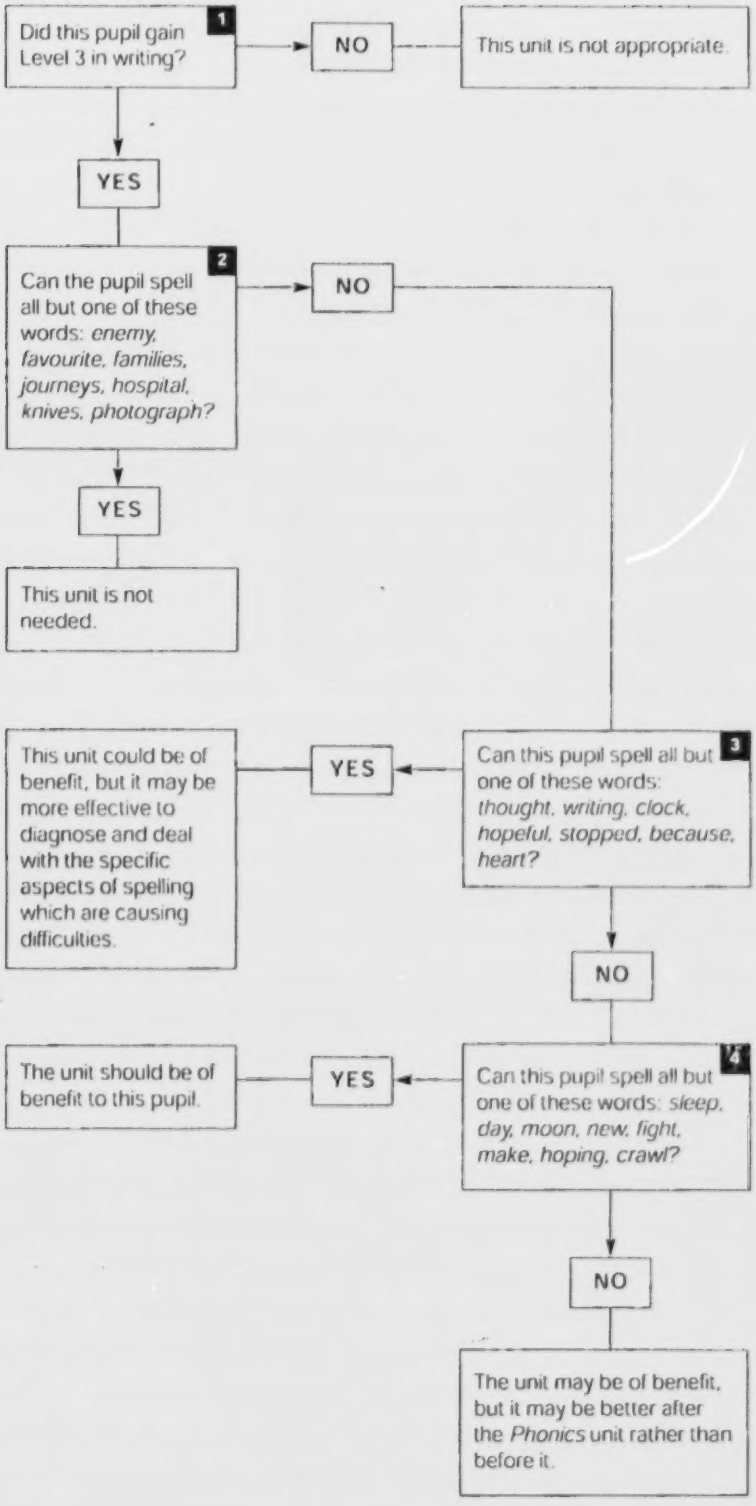
Pupil assessment chart for *Spelling*


1
Did this pupil gain Level 3 in writing?
NO
This unit is not appropriate.
YES
2
Can the pupil spell all but one of these words: *enemy, favourite, families, journeys, hospital, knives, photograph?*
NO
YES
This unit is not needed.
3
Can this pupil spell all but one of these words: *thought, writing, clock, hopeful, stopped, because, heart?*
YES
This unit could be of benefit, but it may be more effective to diagnose and deal with the specific aspects of spelling which are causing difficulties.
NO
4
Can this pupil spell all but one of these words: *sleep, day, moon, new, fight, make, hoping, crawl?*
YES
The unit should be of benefit to this pupil.
NO
The unit may be of benefit, but it may be better after the *Phonics* unit rather than before it.

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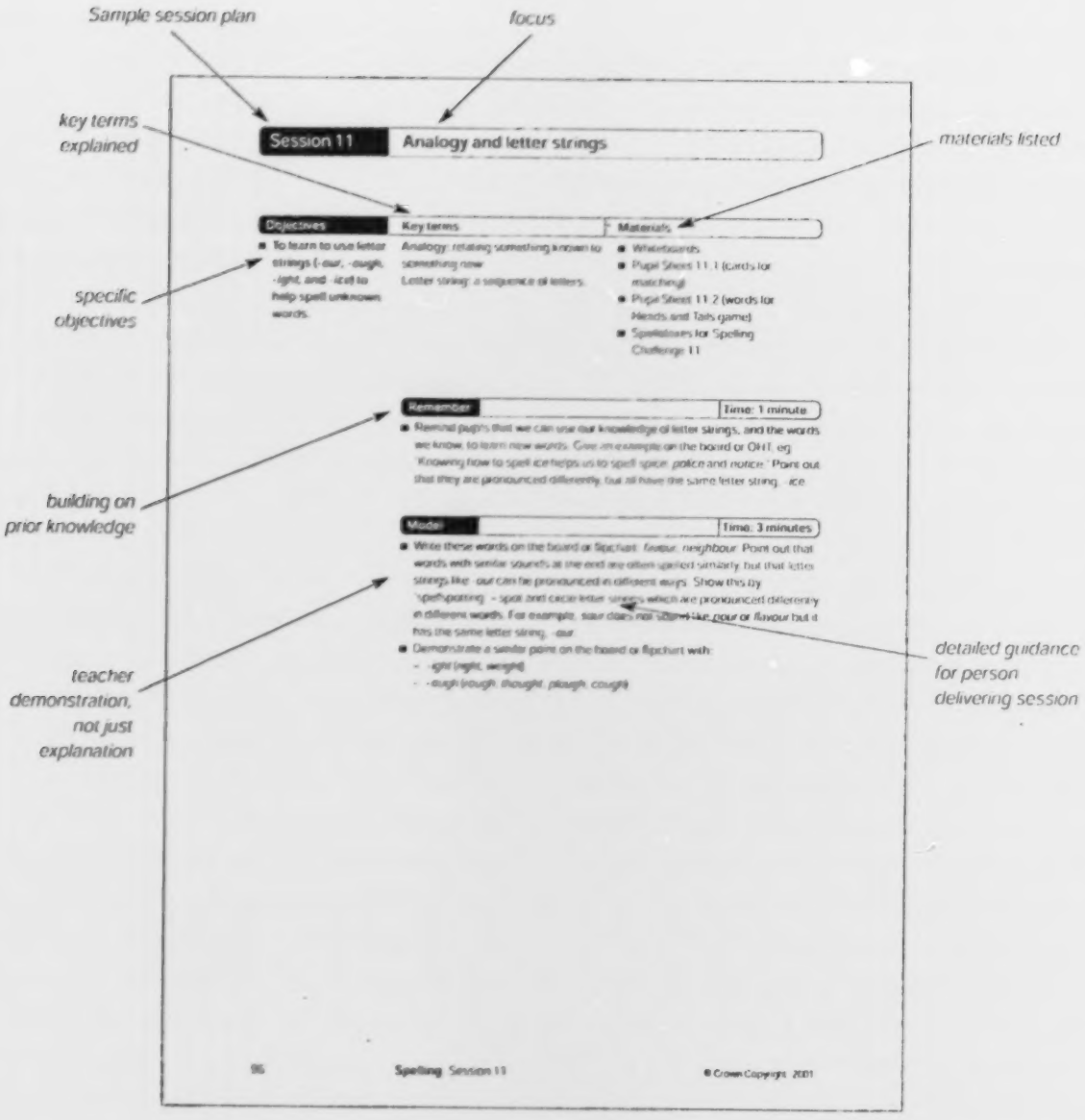
Sample session plan


Sample session plan
focus
key terms explained
materials listed
specific objectives
building on prior knowledge
teacher demonstration, not just explanation
detailed guidance for person delivering session
Session 11
Analogy and letter strings
Objectives
To learn to use letter strings (-our, -ough, -ight, and -ice) to help spell unknown words.
Key terms
Analogy: relating something known to something new.
Letter string: a sequence of letters.
Materials
Whiteboards.
Pupil Sheet 11.1 (cards for matching)
Pupil Sheet 11.2 (words for Heads and Tails game)
Spellotapes for Spelling Challenge 11
Remember
Time: 1 minute
Remind pupils that we can use our knowledge of letter strings, and the words we know, to learn new words. Give an example on the board or OHT, eg 'Knowing how to spell ice helps us to spell spice, police and notice.' Point out that they are pronounced differently, but all have the same letter string, -ice.
Model
Time: 3 minutes
Write these words on the board or flipchart: flavour, neighbour. Point out that words with similar sounds at the end are often spelled similarly, but that letter strings like -our can be pronounced in different ways. Show this by 'spell-patting' – spell and circle letter strings which are pronounced differently in different words. For example, sour does not sound like pour or flavour but it has the same letter string, -our.
Demonstrate a similar point on the board or flipchart with:
- -ight (night, weight)
- -ough (rough, thought, plough, cough)
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Spelling Session 11
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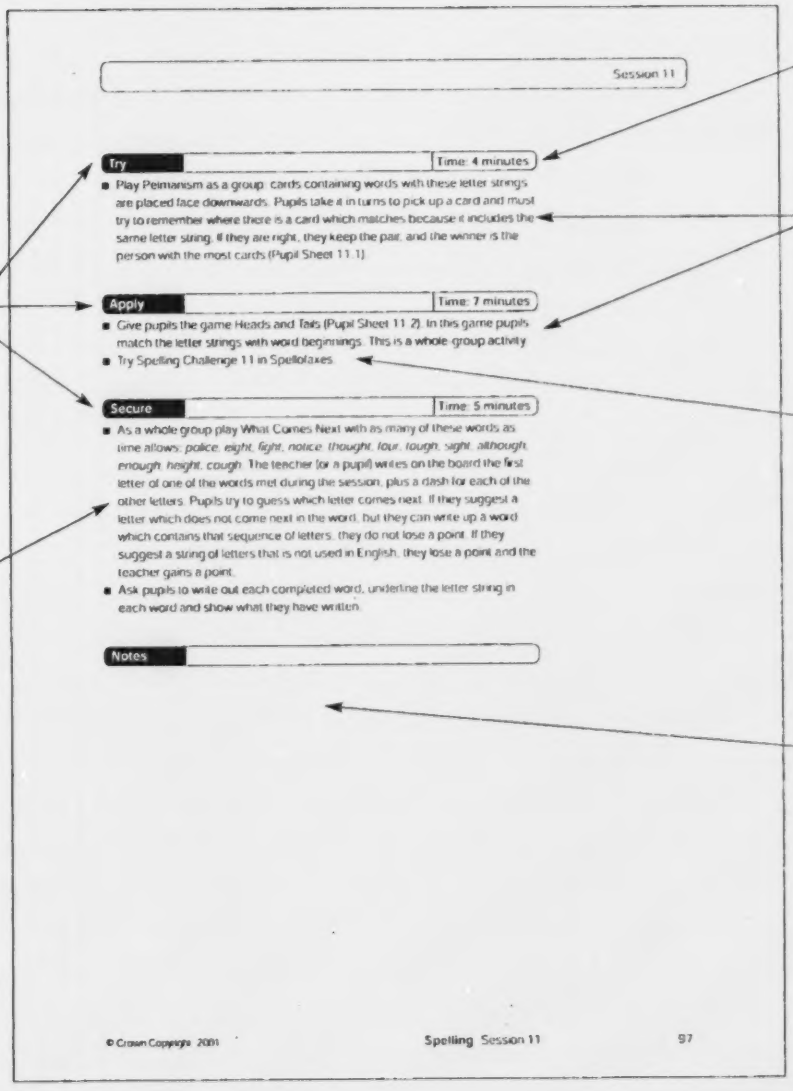
Session 11
Try
Time: 4 minutes
Play Pelmanism as a group: cards containing words with these letter strings are placed face downwards. Pupils take it in turns to pick up a card and must try to remember where there is a card which matches because it includes the same letter string. If they are right, they keep the pair, and the winner is the person with the most cards (Pupil Sheet 11.1).
Apply
Time: 7 minutes
Give pupils the game Heads and Tails (Pupil Sheet 11.2). In this game pupils match the letter strings with word beginnings. This is a whole-group activity.
Try Spelling Challenge 11 in Spellofaxes.
Secure
Time: 5 minutes
As a whole group play What Comes Next with as many of these words as time allows: police, eight, fight, notice, thought, four, tough, sight, although, enough, height, cough. The teacher (or a pupil) writes on the board the first letter of one of the words met during the session, plus a dash for each of the other letters. Pupils try to guess which letter comes next. If they suggest a letter which does not come next in the word, but they can write up a word which contains that sequence of letters, they do not lose a point. If they suggest a string of letters that is not used in English, they lose a point and the teacher gains a point.
Ask pupils to write out each completed word, underline the letter string in each word and show what they have written.
Notes
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Spelling Session 11
97
fast pace to maintain momentum
interactive game-like activities motivate pupils
learning sequence of small steps to consolidate learning
moving towards independence using pupil notebooks
confirmation of understanding through shared activity or discussion
space for teacher comment

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Session plans

Session 1 — -s, -es and -ves plurals

Objectives

- To learn that most plural nouns ending in hissing, shushing or buzzing sounds end in *-es*.
- To learn that most words ending in *-f* or *-fe* change to *-ves* in the plural.

Key terms

Noun: name of a thing.
Singular: only one.
Plural: more than one.

Materials

- Whiteboard or flipchart and pens
- Pupil whiteboards, wipers and pens
- Pupil Sheet 1.1 (response/header cards), one set of cards per pupil
- Pupil Sheet 1.2 (sorting game word cards), one set of cards per pupil
- Pupils' Spellofaxes for Spelling Challenge 1

Remember — Time: 3 minutes

- Ask pupils for reasons why spelling matters to them. Answers might include:
  - helping readers to understand what they have written
  - freeing them to think about what they are writing
  - just avoiding embarrassment.
- Tell them the broad objectives for the unit.
- Check understanding of the terms *singular* and *plural*.

Model — Time: 5 minutes

- Have the objectives for the session visible. Draw attention to them.
- Have these words written up on a flipchart, whiteboard or OHT: *school, ruler, game, trainer*.
- Show how these words change into plural words by adding *-s*. Do this on the whiteboard.
- Use a second list, written up earlier if possible: *watch, witch, glass, kiss*. Show how these words change into plural by adding *-es*.
- Ask pupils to say words aloud and to explain why these plurals have *-es*. Prompt for the answer that the words which end with a hissing, buzzing or 'shushing' sound add *-es*.
- Show *calf, elf* and *wife* on the OHT, board or flipchart.
- Ask pupils to say the plural of these words out loud, then show pupils how you make these words into plurals by removing the *-f* or *-fe* and adding *-ves*.

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Try — **Time: 4 minutes**

- Give pupils *-s*, *-es* and *-ves* response cards (made from Pupil Sheet 1.1) so they can show *-s*, *-es* or *-ves*. As the teacher says a word out loud pupils hold up the appropriate response card for the pluralisation of the word: *desk, wife, sandwich, pond, half, brush, lip, box, loaf, leaf, knife*.

Apply — **Time: 3 minutes**

- Ask pupils to play a sorting game in pairs and sort words (from Pupil Sheet 1.2) into three sets, using the response cards as header cards. Check groupings.

Secure — **Time: 5 minutes**

- Pupils complete Spelling Challenge 1 in their Spellofaxes, working individually.
- Discuss their attempts and pick up any difficulties.
- Pupils write their own explanation about words which end *-s*, *-es* or *-ves* in the plural.

Notes

- There are exceptions to the rule, for example *mice, lice, fish, chiefs, roofs* and words that end in double *f* like *cliffs* or *cuffs*.

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s	s	s
es	es	es
ves	ves	ves
s	s	s
es	es	es
ves	ves	ves

Pupil Sheet 1.1 Header cards *s*, *es* and *ves*
one set per pupil

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ash	spoon	catch
rope	chair	fish
brush	church	scarf
glass	fax	thief
tune	sandwich	half
table	quiz	wolf
watch	book	loaf
box	card	leaf
inch	kiss	wife
badge	bench	knife
case	match	

Pupil Sheet 1.2 Word cards for sorting game
Words to be sorted under header cards *s*, *es* and *ves*; one set per pair of pupils

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Session 2 — Plurals of words ending in -*y*

Objectives	Key terms	Materials
■ To learn that words ending in -*y* add -*s* if the final letter is preceded by a vowel. If the final letter is preceded by a consonant, nouns ending in -*y* change -*y* to -*i* and add -*es*.	Plural: more than one. Vowel: *a, e, i, o, u* and occasionally *y*. Consonants: letters which are not vowels.	■ Flipchart/OHP and pens ■ Whiteboards and pens ■ Pupil Sheet/OHT 2.1 (look/cover/write/check grid), one per pupil ■ Pupil Sheet 2.2 (sorting game word cards), one set per pupil ■ Pupil Sheet 2.3 (header cards), one set per pupil ■ Pupils' Spellofaxes for Spelling Challenge 2

Remember — Time: 2 minutes

- Refer to the session on -*s*, -*es* and -*ves* plurals. Ask pupils to restate the rule.
- Tell pupils the objective for the session.

Model — Time: 3 minutes

- Show these words, previously written on flipchart or OHT: *monkey, donkey, tray, day*.
- Show pupils how to make words plural and add -*s* to each word which has a vowel before the -*y*.
- Now show them *pony* and *fairy* – and explain that for words with consonants before the -*y*, take off the -*y* and add -*ies*. (One way for pupils to remember is 'No vowel, no -y'.)
- Introduce and demonstrate the **Look/say/cover/write/check** strategy to confirm correct spellings (use Pupil Sheet/OHT 2.1). Show a word, say it aloud, cover it over, write it out and check that it is correct.

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Try

Time: 3 minutes

- Write up the words *trolley, chimney, donkey, family, daisy, enemy, bunny.*
- As each word is written, ask different pupils to say and show how they can be made into plurals.
- Use the **Look/say/cover/write/check** strategy to confirm correct spellings. This time pupils write on their whiteboards or use copies of Pupil Sheet 2.1.

Apply

Time: 4 minutes

- Ask pairs of pupils to play the sorting game with two sets of words, some ending with a vowel plus *-y* and others with a consonant plus *-y* (Pupil Sheet 2.2). They must sort them into *-s* and *-ies* plurals, grouped under the header cards (Pupil Sheet 2.3).

Secure

Time: 8 minutes

- Ask pupils to hold up response cards (*-s* or *-ies*) as words are read out: *berry, penny, army, party, journey.*
- Complete Spelling Challenge 2 in their Spellofaxes.
- Write sentences using in the plural some of the words read out earlier in this section.

Notes

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Look and say	Cover and write	Check and write correctly
Write tricky words here.....		

Pupil Sheet 2.1 Proforma for Look/Cover/Write/Check
one per pupil

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army	toy	party
turkey	ray	boy
journey	fairy	story
donkey	berry	trolley
jelly	abbey	chimney
display	family	daisy
day	pony	enemy

Pupil Sheet 2.2 Word cards for sorting game
one set per pupil

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s	s	s
s	s	s
ies	ies	ies
ies	ies	ies

Pupil Sheet 2.3 Header cards *s* and *ies*
one set per pupil

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Session 3 Sounding out phonemes

Objectives	Key terms	Materials
■ **To learn how to use phonemes to spell tricky words.**	Phoneme: smallest unit of sound in a word. Syllable: each beat in a word.	■ Whiteboards ■ Pupil Sheet 3.1 (Phoneme Bingo cards), one card per pupil ■ Sticky dots for sound buttons (optional) ■ Teacher Sheet 3.2 ■ Pupils' Spellofaxes for Spelling Challenge 3

Remember — Time: 2 minutes

- Remind pupils what a phoneme is – the smallest unit of sound in a word. Give simple examples such as *r/a/t*.
- Point out that linking sounds to letters by sounding out the phonemes is a useful way of knowing how to spell words.

Model — Time: 5 minutes

- On the board, OHT or flipchart show pupils how to count the phonemes and put in dots or sound buttons (sticky dots) under each phoneme:
  - *ship (3) sh/i/p*
  - *chip (3) ch/i/p*
  - *fish (3) f/i/sh*
  - *crisp (5) c/r/i/s/p*
  - *flash (4) f/l/a/sh*
- If there is uncertainty, have the pupils sound out the phonemes with you to confirm understanding.

Try — Time: 4 minutes

- Write on the board or OHT the words below.
- Ask pupils to work with a spelling buddy. They take it in turns to say the words and both write them on their whiteboards. They count the phonemes in each word and put a dot (or sound button) under the phonemes when written on whiteboards: *th/r/ee* (3), *s/t/r/i/pe* (5), *g/ar/d/en* (4), *p/a/tch* (3), *f/l/ow/er* (4).
- Check on accuracy together by asking each pair about a different word and then confirming with the group by showing whiteboards.

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Apply

Time: 4 minutes

- Ask pupils, in pairs, to use their Spellofaxes (Spelling Challenge 3) and put dots under each phoneme in these words:
  p/l/ea/se (4)
  w/i/n/d/ow (5)
  s/l/i/de (4)
  u/m/b/r/e/ll/a (7)
  ch/i/m/n/ey (5)
- Check together on accuracy and discuss any difficulties.

Secure

Time: 5 minutes

- Give one Phoneme Bingo card to each pupil (Pupil Sheet 3.1). Using Teacher Sheet 3.2, call out phonemes: *ph, ch, ee, sh, ow, ae* (*ph* as in phone, *ee* as in coffee, teacher, and *ch* as in teacher, *ow* as in cloud, shout, shower and *ae* as in train).
- Pupils stick dots under phonemes in words on their card as each phoneme is called out.
- The first pupil to have at least one phoneme in each word shouts 'Bingo!'

Notes

- The identification of phonemes in words is a skill which most good spellers take for granted. The ability to identify phonemes and link these to letters is an important spelling strategy, but poor spellers may have missed out on this aspect of teaching and learning in the early years. In order to spell, a pupil must segment a word into its component phonemes and choose a letter or letter combination (eg *sh*) to represent each phoneme. The same phoneme, particularly the vowels, can often be spelled in more than one way, and the same spelling can represent more than one sound (eg *ea* in *deaf* and *mean*).

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A	B	C
teacher phone cloud train	shout shower thing teacher	thing teacher train coffee
D	**E**	**F**
train coffee shout shower	teacher train shout cloud	cloud train shower thing

Pupil Sheet 3.1 Words for Phoneme Bingo
one set per pupil

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teacher (4 phonemes)
phone (3)
cloud (4)
train (4)
coffee (4)
shout (3)
shower (3)
thing (3)

Teacher Sheet 3.2 Words for Phoneme Bingo

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Session 4 Syllabification

Objectives	Key terms	Materials
■ To learn how to sound out words into syllables.	Syllable: each beat in a word. Phoneme: smallest unit of sound in a word.	■ Whiteboards and pens ■ Teacher Sheet/OHT 4.1 (syllables sheet) ■ Pupil Sheet 4.2 (sorting game word cards), one set per pair ■ Pupil Sheet 4.3 (sorting game header cards), one set per pair ■ Pupils' Spellofaxes for Spelling Challenge 4

Remember — Time: 2 minutes

■ Remind pupils what syllables are, with examples, and explain how they differ from phonemes.

Model — Time: 4 minutes

■ Write the words below on OHT or a whiteboard, saying them out loud. Show how words can be segmented into chunks or syllables, and how this can help spell the words: *watch/es, match/es, re/mem/ber.*

■ Involve pupils in segmenting the following words: *el/e/phant, sea/shore, wild/er/ness.*

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Try

Time: 4 minutes

- Show the words below on the flipchart, OHT or board (Teacher Sheet/ OHT 4.1) and allocate words to each pair. Pupils write their words on their individual whiteboards. In pairs, pupils then segment their words into syllables: *gar/den, cat/a/pult, ger/a/ni/um, mis/tle/toe, ad/ven/ture, hos/pit/al.*
- Share each pair's words, with pupils demonstrating on the board or OHT how to segment into syllables.

Apply

Time: 5 minutes

- Ask pupils to play the sorting game with a spelling buddy and to sort words on Pupil Sheet 4.2 under header cards (Pupil Sheet 4.3): one, two, three syllables.
- Use Spelling Challenge 4 in Spellofaxes. Ask pairs of spelling buddies to decide on the number of syllables in each word and write them down, correctly segmented: *television* (4), *cinema* (3), *video* (3), *cheeseburger* (3), *dictionary* (4), *encyclopaedia* (6).
- Check pupils' answers by asking them to clap syllables in words.

Secure

Time: 5 minutes

- Give pupils the following category: musical instruments. As a group, clap out a two-syllable example of a musical instrument, for example, *trum/pet, trom/bone.*
- Ask them to give an example each of one, two and three syllable instruments, for example, *drum* (1), *guitar* (2), *triangle* (3), *harpsichord* (3). Clap the syllables together.
- Repeat with other categories: vegetables (for example, two syllables – *carrot, turnip*); clothes (for example, two syllables – *jumper, trousers*).

Notes

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garden	mistletoe
catapult	adventure
geranium	hospital

Teacher Sheet/OHT 4.1 Syllables sheet
one copy per pair of pupils

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school	basket	caravan
house	candle	balcony
car	skateboard	hospital
train	garden	telephone

Pupil Sheet 4.2 Word cards for sorting game
one set per pair of pupils

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1 syllable	2 syllables
1 syllable	2 syllables
1 syllable	2 syllables
	3 syllables
	3 syllables
	3 syllables

Pupil Sheet 4.3 Header cards 1 syllable, 2 syllables, 3 syllables
one set per pair of pupils

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Session 5 Doubling consonants

Objectives

- **To learn that, when building on a single-syllable word with a vowel before the last consonant, you need to double the last letter.**

Key terms

Syllable: each beat in a word.
Vowel: *a, e, i, o, u* and occasionally *y*.
Consonant: all letters which are not vowels.

Materials

- Whiteboards and pens
- Pupil Sheet 5.1 (header cards), one set per pupil
- Pupil Sheet 5.2 (word cards), one set per pupil
- Pupils' Spellofaxes for Spelling Challenge 5

Remember

Time: 3 minutes

- Tell the pupils the objective for the session.
- Check that they can use the terms *vowel* and *consonant*, and that they remember about long and short vowels. Put two columns on the board or OHT and decide, with pupils, whether the single-syllable words you say have short vowels like *how, hit, nut, rat, leg* or long vowels like *show, pint, cute, hate, leaf*.

Model

Time: 3 minutes

- Write up *hop* and *hope*. Point out short vowel sound in *hop* and long vowel sound in *hope*. Show how *-ing* and *-ed* are added to both words, ie doubling the consonant after the short vowel.
- Show how *-er* is added to *write* and *dig*.
- Write up *lift* and *mark*. Add *-ing* and *-ed* to both words and point out the rule about not doubling the final consonant if there are *two* consonants after the short vowel.

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Try — Time: 5 minutes

- Write up *weep, feel, dream, mop, drag, land, fall, shift*. Ask pupils to agree in pairs and then for one to come up to the board and add either *-ing, -er* or *-ed*, and to use double letters appropriately.
- Ask pupils to explain the rules to each other: one person explains what to do if there is a single consonant after a short vowel, and the other explains what to do if there are two consonants after a short vowel.
- Check explanations as a group by hearing from each pair.

Apply — Time: 4 minutes

- Ask pupils to say the words in Pupil Sheet 5.2 to a spelling buddy and to identify short and long vowels, and sort them under two header cards *short* and *long* (Pupil Sheet 5.1).

Secure — Time: 5 minutes

- Complete the Spelling Challenge for session 5, writing words with *-ing, -er* or *-ed* added.
- Discuss any difficulties and return to the objective.

Notes

- There are 'odd ones out' like *focu(s)sing* and *focu(s)sed*, where there are legitimate alternatives.
- Where words already end with a double consonant (for example *putt, spill*) leave them alone when adding *-ing* or *-ed*.
- There are a few 'ar' words, like *pulsar* and *beggar*.

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Long	Short
Long	Short
Long	Short
Long	Short
Long	Short
Long	Short

Pupil Sheet 5.1 Long and short header cards
one set per pupil

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drop	drop	drop
burn	burn	burn
rain	rain	rain
hum	hum	hum
hop	hop	hop
grab	grab	grab
beep	beep	beep
drag	drag	drag
feel	feel	feel

Pupil Sheet 5.2 Word cards for sorting under long/short vowels
one set per pair of pupils

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Session 6 — Antonym prefixes

Objectives	Key terms	Materials
■ **To learn that antonym prefixes change the meaning of a word so that it means the opposite.** *Anti-* means against; *in-*, *un-*, *ir-*, *im-* and *il-* mean not.	Antonym: a word with a meaning opposite to another, for example *light* is the antonym of *dark*.	■ Whiteboards and red and blue pens ■ Pupils' whiteboards ■ Pupil Sheet 6.1 (prefix cards), one set per pair ■ Pupil Sheet 6.2 (word cards for Prefix Match), one set per pair ■ Pupil Sheet 6.3 (insult words), one copy per pair ■ Pupils' Spellofaxes for Spelling Challenge 6

Remember

Time: 2 minutes

■ Tell the pupils the objective for the session. Clarify the difference between ordinary prefixes, which change the meaning of a word, (eg **pre**fix means the group of letters coming before the word, and a film **pre**view is a showing that comes before public viewing) and antonym prefixes, which give an opposite meaning.

Model

Time: 4 minutes

■ Have these words written up on the whiteboard without the prefixes (*un*)*natural*, (*un*)*helpful*, (*anti*)*social*, (*in*)*active*, (*in*)*decent*, (*im*)*mature*, (*ir*)*regular*, (*il*)*legal*, (*im*)*possible*. Add the prefixes in a different colour and show pupils how they change the words to mean the opposite.

■ Refer to the double *n* in *unnatural* and the rule about double letters: if the last letter of the prefix is the same as the first letter of the base word, the new word will have a double letter, for example, *unnatural*.

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Try — Time: 4 minutes

- Play Prefix Match against the clock. Give pupils prefix cards (Pupil Sheet 6.1) and words on cards (Pupil Sheet 6.2). Ask them to group words under the appropriate prefixes.

Apply — Time: 4 minutes

- As a group, ask pupils to think of two insults which the following people might hurl at others, using the three antonym prefixes. Write on whiteboard and underline the prefixes in blue.
- Mother to rude son (eg *untidy, antisocial*).
- Teacher to lazy pupil (eg *inattentive, incapable, undisciplined*).
- Employer to poor employee (eg *unpunctual, unhelpful*).
- Check if any have double letters. Check that pupils understand meanings of words and function of antonym prefixes.

Secure — Time: 6 minutes

- Pupils complete Spelling Challenge 6. Each pair enacts one of the following three insult scenarios, using words from Pupil Sheet 6.3 as much as possible, and others note down the antonym prefixes used:
  - mother to naughty toddler
  - policeman to burglar
  - teenager to small brother.
- Pupils listen to exchanges of insults and then write in the Spelling Challenge grid the words with antonym prefixes that they have used or heard. Check spellings.

Notes

- The *Year 7 spelling bank* offers a range of ideas for teaching other prefixes such as ***pro-***, ***re-***, ***sub-*** and ***sus-***.

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anti	anti	anti
un	un	un
im	im	im
il	il	il
ir	ir	ir
in	in	in

Pupil Sheet 6.1 Prefix header cards
one set per pair of pupils

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opened	accurate
solved	expected
decent	capable
convenient	mobile
biotic	regular
social	rational
capable	responsible
credible	practical
freeze	legal
employed	literate
septic	legible
climax	fair
comfortable	excusable
qualified	possible
cyclone	reasonable
concerned	polite
body	clockwise

Pupil Sheet 6.2 Words for Prefix Match
one set of cards per pair of pupils

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untidy

antisocial

undisciplined

impossible

unacceptable

illegal

indecent

unreasonable

inattentive

immature

Pupil Sheet 6.3 Insult words
one copy per pair of pupils

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Session 7 — Consonant suffixes

Objectives	Key terms	Materials
■ To learn that the consonant suffix *-ly* can usually be added without alteration to the base word, except for words ending in consonant +*y*, which change to *i* and add *-ly*.	Consonant: letter which is not a vowel. Suffix: an ending which changes the base word. Base word: a word to which suffixes can be added to make new words. (Also known as a root word.)	■ Flipchart and red and blue pens ■ Pupils' whiteboards and pens ■ Pupil Sheet 7.1 (Suffix Match word cards) ■ Pupil Sheet 7.2 (suffixes) ■ Pupils' Spellofaxes for Spelling Challenge 7

Remember — Time: 2 minutes

- Check on understanding of the terms *vowel* and *consonant*.
- Tell pupils the objective for the session. Explain what a base word is, and that a suffix is an ending which can change a base word. Introduce the consonant suffixes featured in the session – adding *-ly*, *-ful*, *-less* and *-ness*.

Model — Time: 5 minutes

- Tell pupils that there are four things to learn about suffixes:
  - what they mean
  - what they do
  - how to spell them
  - how to add them to words.
- Use the red pen for base words and the blue pen for suffixes, and explain that by adding a suffix you can change the meaning of a word.
- By adding *-ly* you can change the meaning of the words to mean '*in this manner*'. Show this with the words: *proper (properly), weak (weakly)*. Tell pupils that most base words stay the same when *-ly* is added.
- Show pupils how the meaning of the base words *pain* and *help* can be changed by adding the suffixes *-ful* or *-less*. Explain that the base word does not change. Show pupils also that when words end in *-e* the *-e* is usually kept before adding a consonant suffix. Model with words: *hope, shame, tune*. (*Whole/wholly* is an exception.)
- Tell pupils that when the suffixes are added to some words, ie those ending in consonant +*y*, you have to change the *-y* to *i* before adding the suffix. Model on the flipchart with the words: *happy/happily/happiness* and *pity/pitiless/pitiful*.

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Try — **Time: 4 minutes**

- Write the following words, one at a time, on the whiteboard. Ask for pupils' suggestions about which of the suffixes *-ly*, *-ful* or *-ness* can be added to each word: *actual, soppy, kind, hasty, beautiful, doubt, happy, quick, nasty, tender, cruel.*
- Rub off the suffixes from the words on the whiteboard. Assign two words to each pupil. Ask pupils to add *-ly*, *-ful* or *-less* to the words and write them in sentences on their whiteboards, showing that they understand the meaning.

Apply — **Time: 4 minutes**

- Ask pairs of pupils to play Suffix Match with two sets of words – base words and suffixes. See Pupil Sheets 7.1 and 7.2.
- As a group, discuss how suffixes are added to *-y* words like *beauty, mercy, pity* or *happy.*

Secure — **Time: 5 minutes**

- Use Spelling Challenge 7 from Spellofaxes. This requires pupils to add suffixes correctly and to use them in sentences. Check and discuss answers.

Notes

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care	home	sad
sorrow	fear	slow
pain	job	curious
success	hope	helpful
thank	shame	loud
end	tune	original
resent	use	unfortunate
speech	quiet	

Pupil Sheet 7.1 Base words for Suffix Match
one set per pair of pupils

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ly	ful	less
ly	ful	less
ly	ful	less
ly	ful	less
ly	ful	less
ly	ful	less
ly	ful	less
ly	ful	less
ly	ful	less

Pupil Sheet 7.2 Suffix cards
one set per pair of pupils

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Session 8 — The 'shun' suffixes *-tion, -sion* and *-cian*

Objectives

- **To learn how to choose and spell these suffixes correctly.**
  -sion is often used when the base word ends in *-d/-de* or *-s/-se*.
  -cian is often used when base words end in *-c* (common in occupations).
  -tion is used after a long a vowel.

Key terms

Suffix: an ending which changes the base word.
Base word: a word to which suffixes may be added. (Also known as a root word)

Materials

- Whiteboards and pens
- Pupil Sheet 8.1 (word cards for 'Model')
- Pupil Sheet 8.2 (suffix fan)
- Teacher Sheet 8.3
- Pupils' Spellofaxes for Spelling Challenge 8

Remember — Time 2 minutes

- Discuss what pupils have remembered about consonant suffixes *-ly, -ful* and *-less* from the previous session.
- Introduce the objective for the session, and show the suffixes *-cian, -sion* and *-tion*.

Model — Time: 5 minutes

- Show Pupil Sheet 8.1 or have written up the words *extension, explosion, attraction*.
- Write on the board the base words *extend, explode* and *attract*. Point out how base words have or have not changed when the suffix was added.
- Explain that the function of these suffixes is often to change verbs into nouns.
- Show the 'occupational' words *optician* and *magician* and point out that many occupational words end with *-cian*.
- Refer to the objective when pointing out how to decide on the spelling of a 'shun' suffix.

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Try — **Time: 6 minutes**

- Give pupils fans with each of the 'shun' suffixes on (Pupil Sheet 8.2).
- Read out the text in Teacher Sheet 8.3 at normal speed.
- Reread it, pausing at each 'shun' word, and ask pupils to show the 'shun' suffixes as text is read out loud.
- Ask pupils to explain why they selected the suffixes they showed.

Apply — **Time: 3 minutes**

- Say the following underlined base words and ask pupils to add one of the 'shun' suffixes and write the new words on their whiteboards: *magic/magician, politics/politician, refract/refraction, confuse/confusion, explode/explosion, substitute/substitution.*
- Check that everyone has the correct spelling after each word by holding up whiteboards.

Secure — **Time: 4 minutes**

- Use Spelling Challenge 8 in Spellofaxes. Pupils write three short sentences, each including a word with a different 'shun' suffix.
- Discuss any difficulties.

Notes

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extension

explosion

attraction

optician

magician

Pupil Sheet 8.1 Word cards
one set

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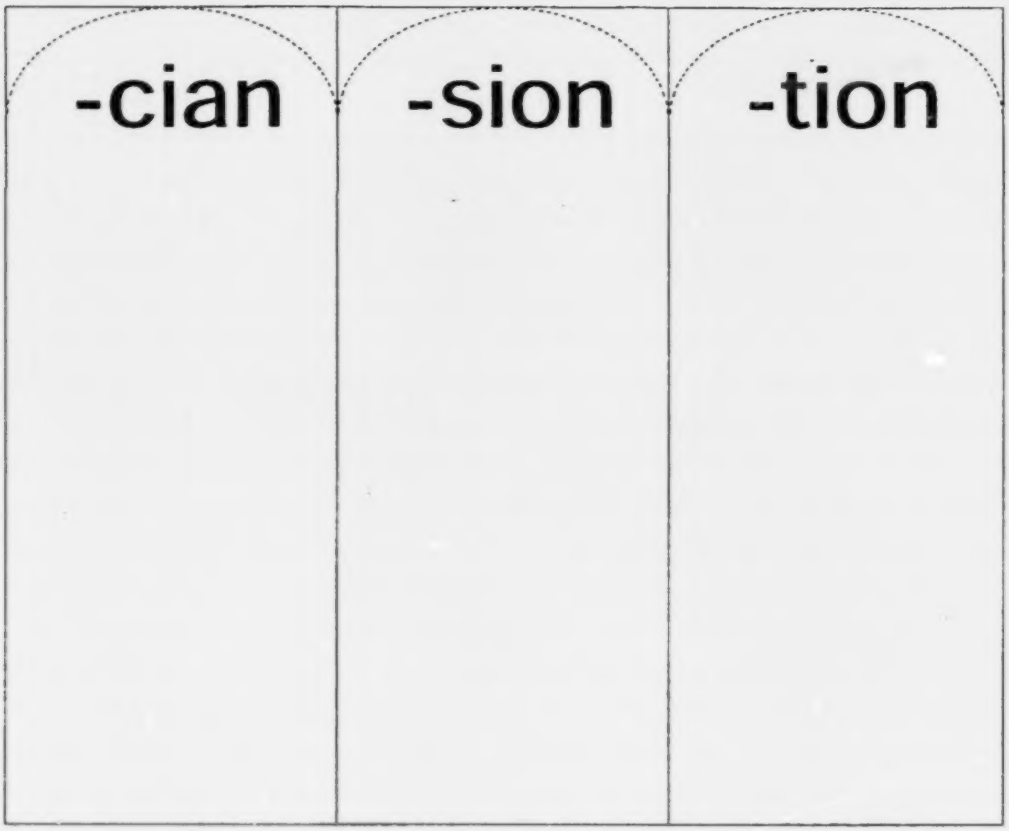

Pupil Sheet 8.2 A fan of suffixes
one set per pupil

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The musician decided to have an extension built on his house. The builder paid great attention to the proportions of the building and his decision was to make a reduction of the height by a tiny fraction.

The electrician was inside the extension to help with the reduction when there was a terrible collision between the electrician and the wall. In the confusion the electrician put the plugs in the wrong socket, which caused a huge explosion. The electrician was rushed to hospital where the physician gave him a blood transfusion. Although he survived, the electrician never listened to that musician again without a shudder.

Teacher Sheet 8.3
Text (one copy) to be read out loud to the group

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Session 9 Vowel suffixes

Objectives

- **To learn that base words which end in consonants are unchanged when vowel suffixes are added.**
- **To learn that base words drop the final *-e* or change *-y* to *-i* before taking a vowel suffix.**

Key terms

Suffix: an ending which changes the base word.
Base word: a word to which suffixes may be added to make other words. (Also known as a root word.)

Materials

- Whiteboards and pens
- Red pen
- Pupil Sheet 9.1 (suffix fans), one set per pupil
- Teacher Sheet 9.2 (word cards)
- Pupil Sheet 9.3 (cards for bingo game), one set per pupil
- Teacher Sheet/OHT 9.4 (cloze text)
- Pupils' Spellofaxes with cloze passage in Spelling Challenge 9

Remember

Time: 2 minutes

- Check that pupils understand the terms *vowel*, *consonant* and *suffix*, and they know that adding a suffix changes the meaning of a base word.
- Tell pupils the objectives for the session and use a suffix fan to identify the vowel suffixes that feature in the session: *-al*, *-ary*, *-ist*, *-ive*, *-ic*, *-ible* and *-able*.

Model

Time: 3 minutes

- Display the words *personal*, *dictionary*, *historic*, *expensive*, *horrible*, *enjoyable*, *detective*.
- Underline the suffixes in red, and explain the rule given in the objective. Point out the dropping of the *-e* from *expense* and the *-y* from *history*.
- Draw attention to the fact that some words take *-ible* and some take *-able* as suffixes. Point out that if you are **able** to do something you usually add *-able*, if not, add *-ible*. For example, you are **able** to enjoy something – so the word is *enjoyable*.

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Try

Time: 5 minutes

- Play the Suffix Match game. Each pupil has a suffix fan (Pupil Sheet 9.1) and must show the correct suffix when the base word is held up or shown on OHT (Teacher Sheet 9.2). Use these words: *seasonal, attractive, exceptional, balloonist, breakable, instrumentalist, stationary, revolutionary, medical, decorative, adorable, edible, sonic.*

Apply

Time: 5 minutes

- Play Suffix Bingo, using a suffix fan. Pupils have bingo cards with base words. Each pupil has a card with different base words (Pupil Sheet 9.3). Different suffixes are held up in the fan and pupils write them in after the appropriate base word on their card. The first one to finish a card shouts 'Bingo!'

Secure

Time: 5 minutes

- Try the cloze procedure in Spelling Challenge 9. Have an enlarged or OHT copy of Teacher Sheet 9.4, since there are many words that pupils could find difficult and the focus is on the suffixes rather than the range of vocabulary.
- Do **Look/say/cover/write/check** as a group. Show a word, say it aloud in a way that helps pupils to remember the spelling, cover it over and write it out. Check together by holding up whiteboards. Use as many of these words as time allows: *personal, historic, horrible, possible, edible, reliable, audible, valuable, necessary, detective, terrorist, dictionary, respectable.*

Notes

- Base words are harder to detect in this group of words, since some already have a suffix attached, for example, *revolve* → *revolution* → *revolutionary*, or *miss* + *ion* + *ary*.
- The suffix *-ist* changes the word into one that means the person who does that activity.
- Some suffixes (eg *-ive*) can change a noun or a verb into an adjective, or a verb into a noun. Before adding the suffix, the final *-e* or *-y* has to be dropped.
- Dropping *-able* usually leaves a recognisable base word, whereas when *-ible* is removed it does not.

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al ary ic ist ive ible able

Pupil Sheet 9.1 A fan of suffixes
one set per pupil

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season	(al)
revolution	(ary)
exception	(al)
balloon	(ist)
terror	(terrible)
medic	(al)
break	(able)
adore	(adorable)
instrument	(al)
station	(ary)
attract	(ive)
eat	(edible)
decorate	(decorative)
sound	(sonic)

Teacher Sheet 9.2 Base words and suffixes

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A	B	C
detect	atom	exception
person	terror	occasion
station	revolution	horror
atom	person	angel
break	sensational	medic
D	**E**	**F**
nation	atom	diction
occasion	history	detect
exception	nation	addition
attract	medic	station
rely	attract	break

Pupil Sheet 9.3 Bingo cards
one card per pupil

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The guitar_____ was one of the most not___in the world, but he was not reli___ . He agreed to do the concert but asked for a mass_____ fee. He was the most expens_____ guitar_____ in the country, and not everyone agreed that he was worth it. Some of the audience said he was mercen___ and a terr____ player. What they said was aud_____to many others, some of whom went frant___ because they were fanatic____ as far as his music___ talents were concerned.

Teacher Sheet/OHT 9.4 Cloze text

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Session 10 Homophones

Objectives	Key terms	Materials
■ To learn the spellings and meanings of common homophones.	Homophones: words which have the same sound but a different meaning or spelling.	■ Whiteboards and pens ■ Pupil Sheet 10.1 (response cards *their/there/they're*), one set per pair ■ Teacher Sheet/OHT 10.2 (sentences sheet) ■ Pupil Sheet 10.3 (homophone cards) ■ Pupils' Spellofaxes for Spelling Challenge 10

Remember

Time: 2 minutes

- Remind pupils that some words sound the same but have different meanings and spellings. Give pupils examples such as *break/brake*, *herd/heard*. These are called homophones.
- Tell pupils the objectives for the session.

Model

Time: 4 minutes

- Show the following examples on the board, OHT or flipchart: *by*, *buy* and *bye*; *to*, *too* and *two*; *where*, *wear* and *we're*.
- Next put them into sentences, and draw attention to the appropriate spelling for the homophone as you write each sentence:
  - *'Don't eat **too** many sweets!'*
  - *'I have **two** hands.'*
  - *'Give that book **to** me please.'*
- Ask pupils to suggest different sentences for the other homophones.

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Try

Time: 3 minutes

- Give out copies of the words *there, their* and *they're* on different cards, one set to each pair of pupils (Pupil Sheet 10.1). They take it in turns to hold up one of the cards, having conferred, when you say a sentence such as:
  - 'The pupils forgot ***their*** homework.'
  - '***There*** is too much noise in here!'
  - '***They're*** going shopping after school.'
- Use Teacher Sheet/OHT 10.2. Show the sentences with missing homophones and complete them together: *hear, here, seen, scene, sum, some.*

Apply

Time: 6 minutes

- Use the words in Pupil Sheet 10.3. Pupils, in pairs, take a word from the top of the pile and work on it for one minute. Each pair in turn shows their word to the group. If they can use it correctly in a spoken sentence they score one point; if they can say and spell the corresponding homophone they score a second point, and if they show sentences they have written on their whiteboards which use each homophone correctly they score a third point.

Secure

Time: 5 minutes

- Complete Spelling Challenge 10 in Spellofaxes.
- Discuss answers.

Notes

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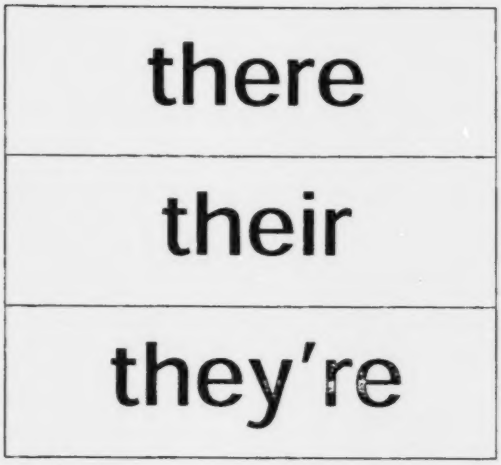

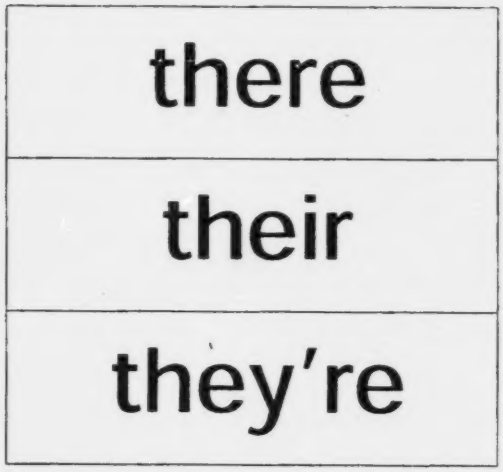

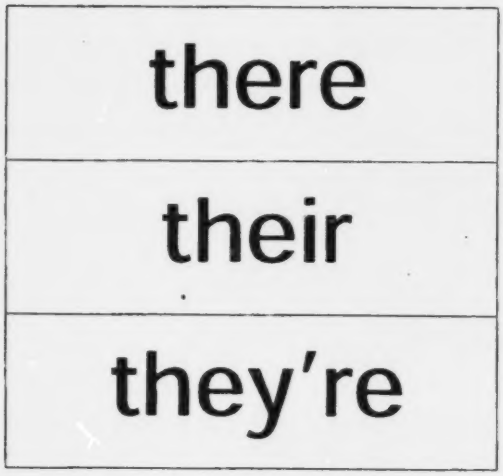

Pupil Sheet 10.1 *their/there/they're*
one set per pair of pupils

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I can _____ what you say.

Come _____ and show me your work.

I've already _____ that film.

The car chase was the best _____ in the film.

Did you get that hard _____ right?

He has eaten _____ of his lunch.

Teacher Sheet/OHT 10.2 Homophone sentences

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grate	blew
hour	herd
peace	pane

Pupil Sheet 10.3 Homophone word cards
one set

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Session 11 Analogy and letter strings

Objectives	Key terms	Materials
■ To learn to use letter strings (*-our*, *-ough*, *-ight*, and *-ice*) to help spell unknown words.	Analogy: relating something known to something new. Letter string: a sequence of letters.	■ Whiteboards ■ Pupil Sheet 11.1 (cards for matching) ■ Pupil Sheet 11.2 (words for Heads and Tails game) ■ Spellofaxes for Spelling Challenge 11

Remember

Time: 1 minute

■ Remind pupils that we can use our knowledge of letter strings, and the words we know, to learn new words. Give an example on the board or OHT, eg 'Knowing how to spell *ice* helps us to spell *spice*, *police* and *notice*.' Point out that they are pronounced differently, but all have the same letter string, *-ice*.

Model

Time: 3 minutes

■ Write these words on the board or flipchart: *favour*, *neighbour*. Point out that words with similar sounds at the end are often spelled similarly, but that letter strings like *-our* can be pronounced in different ways. Show this by 'spellspotting' – spot and circle letter strings which are pronounced differently in different words. For example, *sour* does not sound like *pour* or *flavour* but it has the same letter string, *-our*.

■ Demonstrate a similar point on the board or flipchart with:
- *-ight* (*right*, *weight*)
- *-ough* (*rough*, *thought*, *plough*, *cough*)

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Try

Time: 4 minutes

- Play Pelmanism as a group: cards containing words with these letter strings are placed face downwards. Pupils take it in turns to pick up a card and must try to remember where there is a card which matches because it includes the same letter string. If they are right, they keep the pair, and the winner is the person with the most cards (Pupil Sheet 11.1).

Apply

Time: 7 minutes

- Give pupils the game Heads and Tails (Pupil Sheet 11.2). In this game pupils match the letter strings with word beginnings. This is a whole-group activity.
- Try Spelling Challenge 11 in Spellofaxes.

Secure

Time: 5 minutes

- As a whole group play What Comes Next with as many of these words as time allows: *police, eight, fight, notice, thought, four, tough, sight, although, enough, height, cough.* The teacher (or a pupil) writes on the board the first letter of one of the words met during the session, plus a dash for each of the other letters. Pupils try to guess which letter comes next. If they suggest a letter which does not come next in the word, but they can write up a word which contains that sequence of letters, they do not lose a point. If they suggest a string of letters that is not used in English, they lose a point and the teacher gains a point.
- Ask pupils to write out each completed word, underline the letter string in each word and show what they have written.

Notes

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flour	sour	weight
eight	police	notice
though	through	plough
fight	right	spice
ice	enough	colour
neighbour	favour	fought
thought	four	sight
knight	rough	cough

Pupil Sheet 11.1 Word cards for matching game (Pelmanism)
one set

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Word endings
-our
-our
-our
-our
-ight
-ight
-ight
-ight
-ight
-ight
-ight
-ice
-ice
-ice
-ice
-ice
-ice
-ice
-ough
-ough
-ough
-ough
-ough
-our
-our
-our
-our

Word beginnings
c
pol
not
pract
pr
sp
spl
tw
thr
fav
neighb
lab
we
fre
l
f
m
t
e
n
p
col
hon
h
f
thr
b

Pupil Sheet 11.2 Cards for Heads and Tails
one set

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Session 12 Unstressed vowels

Objectives	Key terms	Materials
■ **To learn strategies for spelling unstressed vowels in polysyllabic words.**	Unstressed vowels: vowels which cannot be heard clearly in normal pronunciation. Mnemonics: ways of remembering spellings.	■ Whiteboard and pens ■ Pupil Sheet 12.1 (words for sorting game) one set per pair ■ Pupil Sheet 12.2 (header cards) one per pair ■ Pupils' Spellofaxes for Spelling Challenge 12

Remember — Time: 2 minutes

- Refer back to the ways of sounding out phonemes and using syllabification to spell words.
- Tell the pupils the objective for this session.

Model — Time: 4 minutes

- Write the following words on the whiteboard: *Wednesday, family, beautiful, company* and quickly demonstrate, by marking with slashes, where the syllables are: *Wed/nes/day, fam/i/ly, beau/ti/ful* and *com/pan/y*.
- Explain that when we say these words normally, some of these syllables cannot be heard clearly, and the vowels in them are called 'unstressed' or unpronounced vowels. Circle the emboldened vowels in these words.
- Three ways of helping to remember unstressed vowels in words are:
  - sounding out the word as if the vowels were clear, for example *Wed-nes-day*
  - finding words within words, for example, ***pan*** in *com**pan**y*
  - using mnemonics, eg remembering *fam-i-ly* by saying '*I am in my family*' which helps us to remember the *i* in the word.

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Try

Time: 5 minutes

- Write the following words on the whiteboard, with the unstressed vowels underlined: *parliament, miniature, telephone, history, geography*.
- Then get the pupils to join in with 'spellspeaking' these words in an exaggerated way: *parli-aaah!-ment* and *mini-a-ture*.
- Then write the following words on the whiteboard: *definite* and *business*. Ask the pupils which word is hidden within the middle of each of these words (*fin* and *nit* in *definite* and *sin* in *business*).
- As a group work out a mnemonic for *separate*, eg there is ***a rat*** in *separate*.

Apply

Time: 5 minutes

- Give each pair the words in Pupil Sheet 12.1, plus header cards from Pupil Sheet 12.2.
- Ask them to sort the cards by:
  - finding the words which have a word hidden within them (**car** + **pet**, *hospital*, *definite*, *mathematics*, *geography* and *interest*)
  - deciding which words are most likely to be better remembered if they are exaggerated when pronounced (*definite*, *business*, *mathematics* and *interest*)
  - thinking of a mnemonic for *mathematics* and *geography*.
- Complete the Spelling Challenge grid in their Spellofaxes.

Secure

Time: 4 minutes

- Check that pupils have understood and can apply the strategies by doing **Look/say/cover/write/check** as a group. Show a word, say it together, cover it over, write it on whiteboards and check that everyone has the correct spelling. Include as many of the words met in the session as possible.

Notes

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carpet	carpet	carpet
hospital	hospital	hospital
definite	definite	definite
interest	interest	interest
mathematics	mathematics	mathematics
Wednesday	Wednesday	Wednesday
holiday	holiday	holiday
business	business	business
secretary	secretary	secretary
vegetable	vegetable	vegetable
January	January	January
Saturday	Saturday	Saturday
company	company	company
February	February	February
skeleton	skeleton	skeleton

Pupil Sheet 12.1 Words for sorting game
one column per pair of pupils

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Words within words
Mnemonics
Spellspeaking

Words within words
Mnemonics
Spellspeaking

Words within words
Mnemonics
Spellspeaking

Pupil Sheet 12.2 Header cards
one per pair of pupils

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Session 13 Unsounded consonants

Objectives	Key terms	Materials
■ To learn how to investigate, spell and read words with unsounded consonants.	Unsounded consonants: consonants which we do not pronounce.	■ Red pen ■ Whiteboard and pens ■ Teacher Sheet/OHT 13.1 ■ Pupil Sheet 13.2 (unsounded consonants sheet), one per pair ■ Pupils' Spellofaxes for unsounded consonants grid in Spelling Challenge 13

Remember

Time: 2 minutes

- Tell pupils that spoken English changes more than written English, and the way some words are pronounced has changed over the centuries.
- Tell pupils the objective of the session and check that they remember what a consonant is.

Model

Time: 4 minutes

- Say and write the following words, one by one: *knife, whale, thumb* and *write*.
- As you write each word on the whiteboard, underline the unsounded consonants in red. Tell the pupils that, in the past, these consonants would have been sounded, so we are going to say the words, sounding out the consonants. Do this in an exaggerated way, using spell speaking.
- Using the prepared grid (Teacher Sheet 13.1) on OHT, or creating a grid on the board, write the above words in the appropriate columns.

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Try

Time: 4 minutes

- Ask the pupils to help you to add one more word to each column.
- Pupils find Spelling Challenge 13 with copies of the grid. Ask them to work in pairs and add one more word to each column. Then ask the pupils to show their grids to the group.

Apply

Time: 6 minutes

- Give out unsounded consonants sheet (Pupil Sheet 13.2) and ask pupils, in pairs, to make complete words on their whiteboards by adding the unsounded consonants. Observe and support pairs, as necessary, and see who makes the most words.
- Transfer correct words from whiteboards to Spellofax grids.

Secure

Time: 4 minutes

- Do **Look/say/cover/write/check** as a group with several of the words met so far. Show a word, say it together, cover it over, write it on whiteboards and check that everyone has the correct spelling.

Notes

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k	h	b	w

Teacher Sheet/OHT 13.1 Unsounded consonants

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_nit	dum_	w_ale	_rapper
w_ich	num_	_rist	_neel
_reck	lam_	sc_ool	_now
crum_	_rite	w_ite	_night
tom_	_onest	_nuckle	_rinkle
bom_	c_emist	_rong	_nock

Pupil Sheet 13.2 Unsounded consonants
one copy per pair of pupils

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Session 14 Root words

Objectives	Key terms	Materials
■ To learn how to use knowledge of root words and word webs to help spell families of words.	Root word: a word to which prefixes and suffixes can be added to make new words.	■ Whiteboards and pens ■ Red and blue pens ■ Teacher Sheet/OHT 14.1 (word web for *sign*) ■ Pupil Sheet 14.2 (sorting game word cards), one set ■ Pupils' Spellofaxes for Spelling Challenge 14, the wordless web

Remember — Time: 2 minutes

- Remind pupils that their knowledge of words helps them to spell other words.
- Check that they remember the meanings of *prefix* and *suffix*.

Model — Time: 4 minutes

- Use OHT of Teacher Sheet 14.1, the word web on *sign*, to show pupils that a word web contains a family of words with the same root.
- Write the word *telephone* in red at the centre of a whiteboard or flipchart. Show pupils how to create a word web in which the spelling of this word can help spell other words. Add words in blue around the root word in 'web' fashion, eg *telescope, television, telepathy, phoneme, microphone, headphones*. Point out that *telephone* has two root words, *tele* and *phone*, that are both linked with other words.
- Open Spellofaxes at Spelling Challenge 14, the web without the word *unhelpfulness* in the middle. See if pupils can work out the missing word.

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Try — **Time: 4 minutes**

- Ask pupils to create their own word webs in pairs by writing as many words as possible on their whiteboards around their root word. Give half the pupils the root word *electric* and the others *child*. Expect *electrical, electricity, electrician, electronic, electrocute* and *children, childhood, childlike, childish, childless*.
- Show and share word webs.
- Draw attention to the fact that sometimes the root word changes slightly.

Apply — **Time: 4 minutes**

- Play the Sorting game as a whole group using words from Pupil Sheet 14.2. Sort words into families with the same root word.

Secure — **Time: 6 minutes**

- Do **Look/say/cover/write/check** as a group. Show a word, say it together, cover it over, write it on whiteboards and check that everyone has the correct spelling. Include as many as possible of the words from Pupil Sheet 14.2 that pupils need to use, and tackle them one word family at a time.

Notes

- The *Year 7 spelling bank* gives information and ideas on how classical roots can help with spelling.

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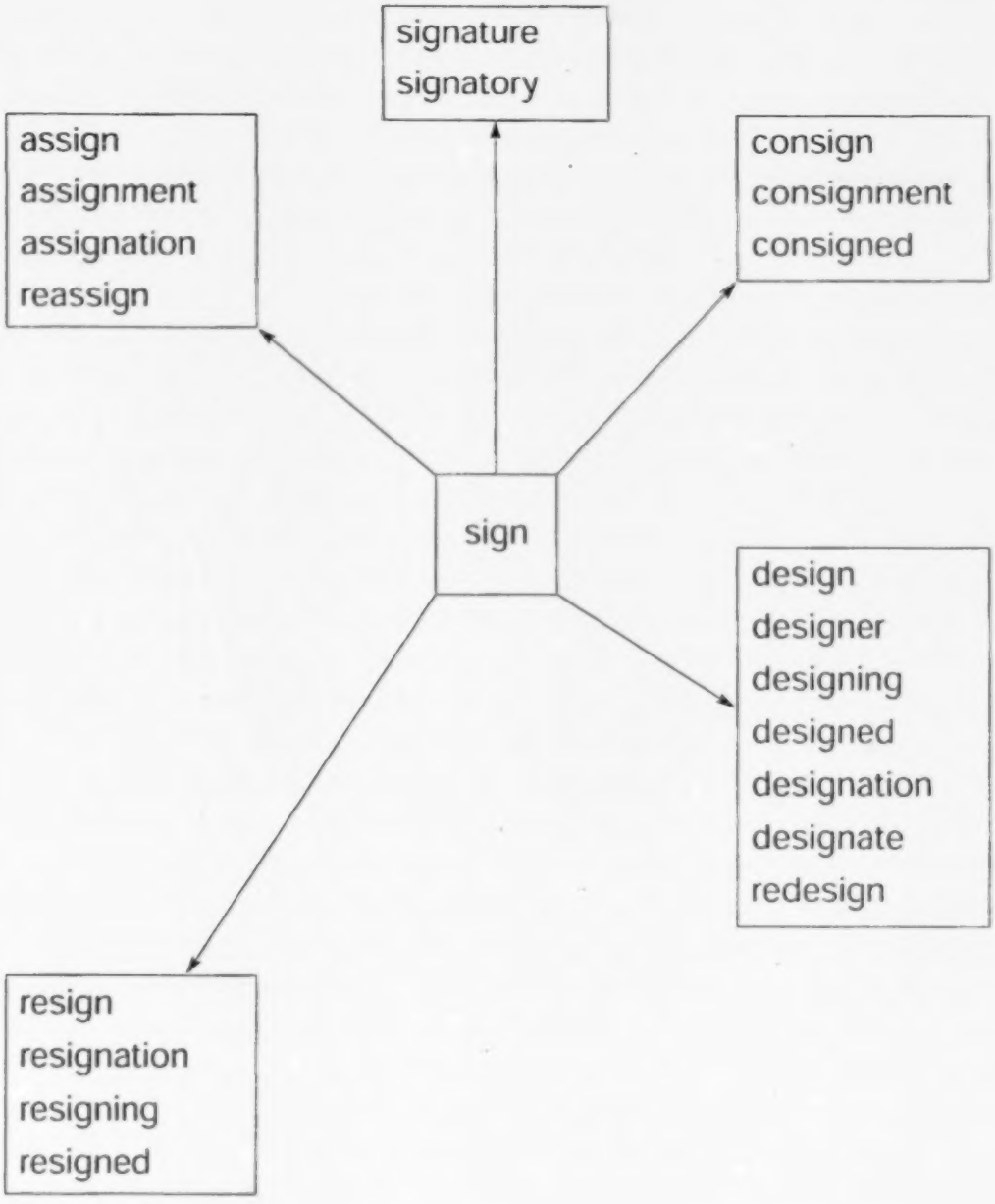

Teacher Sheet/OHT 14.1 Word web using the word *sign*

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take	mistake	mistaken	overtaken
overtaking	partaking	assist	assistant
assistance	bore	boring	boredom
act	actor	action	activity
react	reaction	claim	reclaim
reclaimable	examine	examination	examiner
govern	governor	government	hero
heroic	heroism	light	lightening
lightning	delighted	medic	medical
medication	operate	co-operate	co-operation
operation	operator	prison	prisoner
imprisoned	imprisonment	prove	approval
disapprove	relate	relative	relation
balance	imbalance	unbalanced	call
recall	calling	cover	discover
discovery	give	given	forgive
forgiven	hand	handler	handicraft
machine	machinery	machinist	obey
disobey	disobedient	pass	passage
passenger	press	impress	impression
public	publication	publicity	shake
shakily	shaken		

Pupil Sheet 14.2 Word cards for sorting game
one set

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Session 15 Using a dictionary

Objectives	Key terms	Materials
■ **To use dictionaries quickly and effectively.**	Quartile: one of four quarters of a sequence such as a dictionary.	■ OHT of a page of the dictionary that pupils use ■ Dictionaries ■ Pupil Sheet 15.1 (alphabet strip) ■ Pupils' Spellofaxes for Spelling Challenge 15 (dictionary activity sheets)

Remember

Time: 2 minutes

- Remind pupils that they have been using dictionaries for a few years, but that it is not easy to look up a word unless you know the first few letters.
- Discuss their difficulties when looking up words in dictionaries.

Model

Time: 5 minutes

- Use an OHT of a dictionary page to explore the features of a dictionary page that are helpful to a user.
- Explain that, to save time when looking up a word in a dictionary, we first work out in which quartile the first letter comes. Check on understanding of the term 'quartile' and model this approach by segmenting the strip into quartiles: a–d / e–l / m–r / s–z. Use either a large print or big book version of a dictionary and an alphabet strip displayed on the whiteboard (Pupil Sheet 15.1).

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Try — **Time: 3 minutes**

- Use the dictionary activity sheets (Spelling Challenge 15 in Spellofaxes) which are segmented into quartiles.
- Read out the following words: *blow, swim, queen king.*
- Ask the pupils to write them under the correct quartile. Check that they have one in each quartile.

Apply — **Time: 5 minutes**

- Hand out dictionaries to each pupil. Give them 30 seconds to find the word *spring.* (Many of them will fail because they will not be using the second or third letters of the word.)
- Now show them how to use the second and third letters in a word to help them to search more efficiently, using the word *train.*
- Practise enough with other words for pupils to be confident and competent, eg *screech, through, Christmas, crystal.*
- Pupils should add each word to the correct quartile of the dictionary activity sheets in their Spellofaxes.

Secure — **Time: 5 minutes**

- Play the Dictionary Race game. One pupil suggests a word and the others find it in their dictionaries as fast as they can and write the word accurately on their whiteboards. The winner suggests the next word. You may want to include a few awkward words such as *awkward, straight, wrestle, chemistry, science* or even *psychology.*
- Add tricky words to the list in Spelling Challenge 15 if time permits.

Notes

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a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

Pupil Sheet 15.1 Alphabet strip
one per pupil

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Session 16 Apostrophes of omission

Objectives

- To use the apostrophe to spell shortened forms of words.
- To learn to distinguish between *it's* and *its*.

Key terms

Contraction: shortening a word by missing out letters.

Materials

- Whiteboards and pens
- Pupil Sheet 16.1 (Show Me cards), one set per pupil
- Pupil Sheet/OHT 16.2 (poster)
- Pupils' Spellofaxes for Spelling Challenge 16

Remember

Time: 2 minutes

- Ask pupils what they know about apostrophes which are used when letters are missed out.
- Tell them the objectives for the session.

Model

Time: 5 minutes

- Collect and present recent newspaper headlines which use contraction apostrophes, or use these examples:
  GOVERNMENT WON'T BACK DOWN
  A GREAT PLAYER WHO HASN'T A HOPE
  THE MODEL WHO DOESN'T CARE
- Demonstrate inserting an apostrophe into, for example, *do not / don't*; *will not / won't*; *I have / I've*; *I am / I'm*.
- Tell the pupils that this session includes learning when to use an apostrophe in their writing of the word *it's / its*. Write the words *it is* on the whiteboard and tell pupils that we shorten this to *it's* when we speak. Rub out the lower part of the second *i* leaving only the **dot** of the *i*, thus turning it into an apostrophe. So *it is* contracts to *it's*.
- Sometimes, *its* is a word on its own, when it means '*belonging to*'. In this case it is not a contraction, it is a possessive pronoun like *hers*, *yours*, *ours*, etc. Point out that *its / it's* is an exception to the usual rule about apostrophes.

Try

Time: 4 minutes

- List the full forms of several more examples of the apostrophe for omission, and scribe pupils' suggested contractions. Remove the examples and pupils write contracted forms on their whiteboards in response to the teacher saying the full form of the words.
- Give out the Show Me cards (Pupil Sheet 16.1) to all pupils. Read out the following sentences, and ask the pupils to hold up the correct version for each sentence:
  - '*Whose book is this? ... mine!*'
  - '*... very cold today!*'
  - '*The cat flicked ... tail.*'
  - '*The lion gnashed ... teeth.*'

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Apply

Time: 5 minutes

- In pairs, pupils do Spelling Challenge 16 from their Spellofaxes on *it's/its*.
- In pairs pupils take it in turns to suggest the full form of words already mentioned in the session. Their partner writes down the contracted form. The pair with the most contractions done correctly in two minutes wins.

Secure

Time: 4 minutes

- Tell the pupils to write *its* in large writing, on their whiteboards. As you read out the following sentences, ask pupils to add in or rub out the apostrophe, as appropriate:
  - '*... too late to go out.*'
  - '*The puppy needs ... mum.*'
  - '*The car had lost ... wheels.*'
  - '*If you forget your pen, ... hard to write.*'
- First in pairs using Pupil Sheet 16.2, and then as a group using the same sheet as an OHT, create a poster displaying a range of contraction apostrophes.

Notes

- For pupils at this level the apostrophe for possession is better taught separately from the apostrophe for omission to avoid confusion. However, if it is raised as an issue, a useful tip for pupils to remember is that the apostrophe goes after the owner or owners, eg *the lady's coat* or *the ladies' coats*.

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its	it's
its	it's
its	it's
its	it's
its	it's
its	it's

Pupil Sheet 16.1 Show Me cards for *its/it's*
one set per pupil

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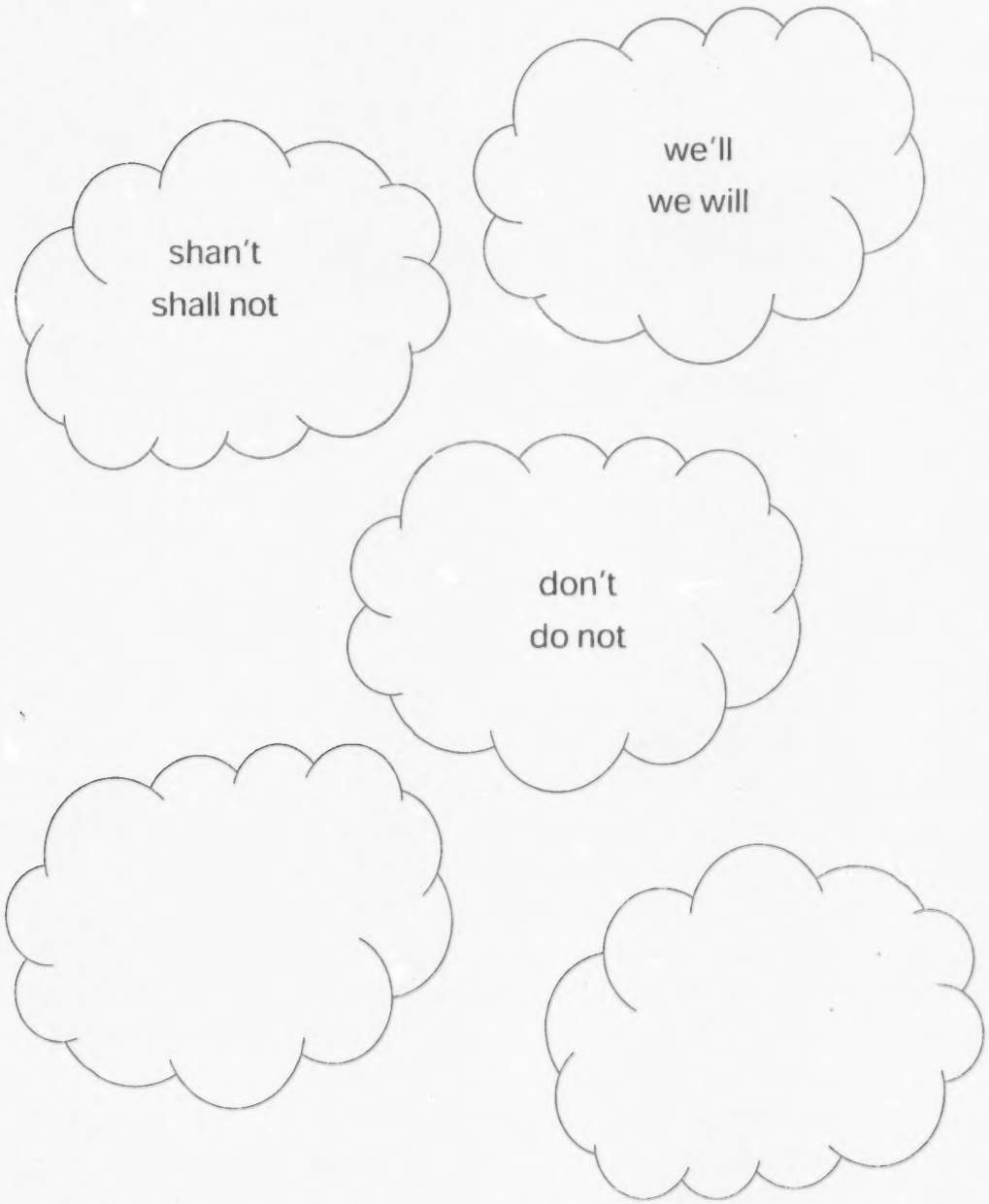
Create a poster which is full of words with apostrophes, along with the full form of the words, eg



Pupil Sheet/OHT 16.2 Poster
one per pair of pupils, plus OHT for teachers

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Session 17 Spelling strategies

Objectives	Key terms	Materials
■ To learn how to choose and use a range of spelling strategies.	Strategy: trick or way of remembering something. Unstressed vowels: vowels which cannot be heard clearly in normal pronunciation.	■ Whiteboards and pens ■ Pupil Sheet 17.1 (Which Strategy? word cards), two sets ■ Teacher Sheet 17.2 (Which Strategy? sheet) ■ Pupil Sheet 17.3 (Which Strategy? header cards) ■ Pupil Sheet 17.4 (Jumbled Strategies sheet), one per pair ■ Pupils' Spellofaxes for Spelling Challenge 17

Remember — Time: 3 minutes

- Review the strategies used so far in the unit – sounding out phonemes, syllabification, look/say/cover/write/check, analogy, words within words, letter strings, homophones, roots, word families, spelling patterns and mnemonics.
- Tell pupils the objective for the session.

Model — Time: 4 minutes

- Have the following words on the whiteboard, flipchart or OHT: *enough, microphone, secretary, their, diary, Wednesday.*
- Now say which strategy could be used for each word, and see if pupils agree or have different ideas. Write the strategy alongside the word while pupils write it in their Spellofaxes.
- Suggestions: *enough* (analogy), *microphone* (known root), *secretary* (words within words), *their* (homophones), *diary* (sounding out phonemes), *Wednesday* (sounding out syllables).

Try — Time: 5 minutes

- See if pupils can spot the words within words in the following list when you show or write them. Some words have two or three words within them, eg *out, rage* and *us* in *outrageous.*
  outrageous, manageable, nevertheless, history, discover, laboratory, manufacture, disappear, transformation
- Place the header cards (Pupil Sheet 17.3) on the table and deal the accompanying word cards (Pupil Sheet 17.1). Play Which Strategy? as a group, deciding which strategy would be best for each word (see Teacher Sheet 17.2).

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Apply

Time: 4 minutes

- Give each pair of pupils the Jumbled Strategies sheet (Pupil Sheet 17.4) and ask pairs to draw a line matching strategy to word. Suggested answers are shown below:
  - *here* homophones
  - *vegetable* words within words
  - *delight* analogy
  - *aquarium* roots
  - *parliament* sounding out phonemes
  - *Wednesday* syllables
  - *necessary* mnemonics
- Discuss decisions.
- Ask pupils to complete the first part of Spelling Challenge 17 in their Spellofaxes, using the examples above.

Secure

Time: 4 minutes

- Ask pupils, in pairs, to do the second part of Spelling Challenge 17. They suggest a strategy for a person who has difficulty with the words below. Allocate three words to each pair. Pupils write in one of the strategies against each word. (Possible strategies are in italics, but there may be more than one strategy for each word.)

neighbour (*analogy*)	there (*homophones*)	environment (*phonemes* or *mnemonics*)
geography (*phonemes*)	definite (*words within words*)	conscience (*sounding out* or *words within words*)
literature (*syllables* or *words within words*)	believe (*mnemonics*)	microscope (*roots*)

- Discuss suggestions.

Notes

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skeleton
grate
stare
notice
minibus
beautiful
competition
carrot

Pupil Sheet 17.1 Which Strategy? Word cards
two sets

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Skeleton	Words within words
Grate/Stare	Homophones
Notice	Analogous with *police*
Minibus	Roots
Beautiful	Syllables
Competition	Syllables
Carrot	Phonemes

Teacher Sheet 17.2 Which Strategy? sheet

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phonemes	syllables
roots	analogy
homophones	words within words

Pupil Sheet 17.3 Which Strategy? header cards
one set

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The list of words has a list of strategies next to it, but they are mixed up and do not match. Draw a line from each word to the strategy that you think would be the best for learning that word.

here	sounding out
vegetable	roots
delight	mnemonics
aquarium	analogy
parliament	homophones
Wednesday	syllables
necessary	words within words

Pupil Sheet 17.4 Jumbled Strategies sheet
one per pair of pupils

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Session 18 Personal spelling

Objectives

- To learn how to choose appropriate strategies to spell words in own word lists.
- To recognise their own problems and progress as spellers.

Key terms

Strategy: a way of remembering something.

Materials

- Whiteboards and pens
- Pupil Sheet 18.1 (prompt cards, one per pupil)
- Pupils' Spellofaxes for Spelling Challenge 18

Remember

Time: 2 minutes

- Tell the pupils the objectives of the session and discuss briefly one or two specific things that they have learnt during the unit.

Model

Time: 3 minutes

- Introduce and explain the prompt card (Pupil Sheet 18.1). Hand out prompt cards to pupils. Use words that you know these pupils have found tricky and model how you attempt to spell them on the whiteboard, using the prompt card.

Try

Time: 3 minutes

- Read out the following words, one at a time: *source, circle, soldier, history, geography* and *science*. Ask pupils to help you to spell and check each word, using the prompt card.

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Apply — Time: 3 minutes

- Read out the following words: *design, information, technology, analysis* and *evaluate* and ask pupils to try to spell the words and work through the prompt card, in pairs.

Secure — Time: 9 minutes

- Ask pupils to discuss with a spelling buddy what they have learnt that will help them as spellers.
- Pupils write in their Spellofaxes about how their spelling has improved.
- Each pupil decides on three personal spelling targets and writes them in Spelling Challenge 18.
- Discuss pupils' choice of targets and the improvement in their spelling. Help pupils to recognise their progress.

Notes

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Questions to help me work out how to spell a word.

Does the word look right?

Can I find out the tricky parts of the word?

What is the meaning of the word?

Has the word got a prefix or a suffix?

If I say the word slowly, can I hear the phonemes in order?

Can I divide the word into syllables?

Do I know the first letter so that I can look in a dictionary?

If I'm still stuck is there someone I can ask?

Pupil Sheet 18.1 Prompt card
one per pupil

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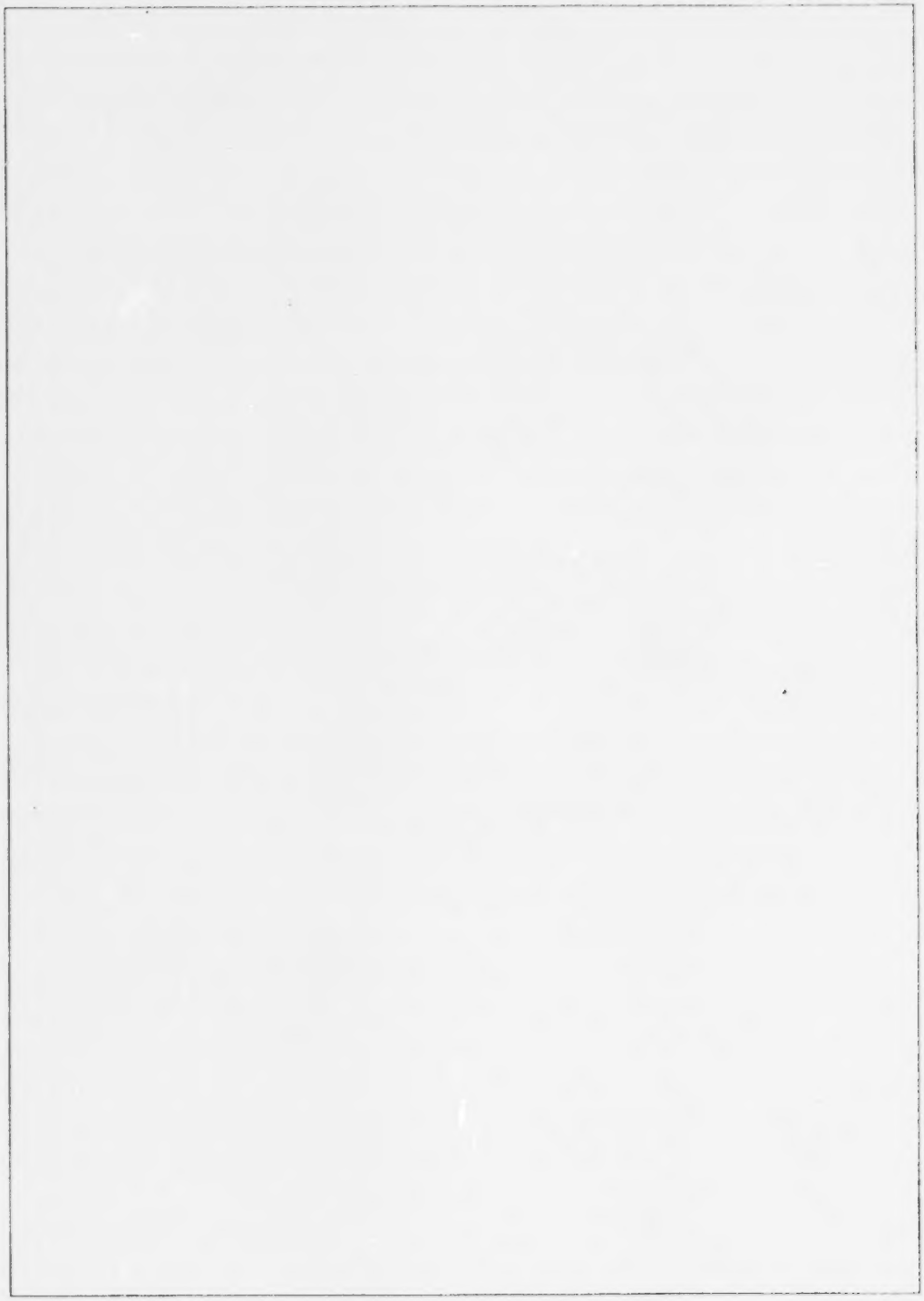
Spellofax

School

Name

Class



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Ready Steady Spell!

Write the plurals of the words listed below.

Singular	Plural
glass	.....
box	.....
loaf	.....
watch	.....
rope	.....
half	.....
sock	.....
inch	.....
tune	.....
leaf	.....
quiz	.....
dish	.....

What rule did you learn about plurals? Write it here.

.....

.....

.....

.....

.....

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Ready Steady Spell!

Write the plurals of the words listed below:

Singular	Plural
turkey	.....
jelly	.....
fairy	.....
tray	.....
pony	.....
story	.....
key	.....

What is the rule about plurals of words ending in 'y'?
Write the rule in your own words.

.....

.....

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.....

.....

.....

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Ready Steady Spell!

- Say these words aloud and count the phonemes.
- Put in dots or sound buttons (sticky dots) under each phoneme.

please (4)

window (5)

slide (4)

umbrella (7)

chimney (5)

Write down your explanation of what a phoneme is, and give some examples.

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Ready Steady Spell!

Segment these words into syllables, putting a slash between each syllable.

television

cinema

video

cheeseburger

dictionary

encyclopaedia

Write down what a syllable is, and give some examples.

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Spelling Challenge 5

Ready Steady Spell!

Add *-ing*, *-er* or *-ed* to each of the words in the grid below. Some of the words can have more than one ending.

	-ing	-er	-ed
win			
write			
sleep			
hope			
meet			
train			
beg			
tease			
kick			
swim			
fall			
commit			
transmit			
forget			
buzz			
jam			
jump			
comprehend			
understand			
confer			
transfer			
excel			
design			

Write out the rule about doubling consonants.

.....

.....

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Ready Steady Spell!

Write down the insults beginning with the prefixes *un-*, *anti-*, *in-*, *im-*, *ir-* or *il-* used in three arguments.

Mother to naughty toddler	Policeman to criminal	Teenager to parent
1	1	1 .....
2	2	2 .....
3	3	3 .....
4	4	4 .....
5	5	5 .....
6	6	6 .....
7	7	7 .....
8	8	8 .....
9	9	9 .....

If there is time, use a dictionary to check your spellings.

Write down what an antonym prefix does to the meaning of a word.

.....

.....

.....

.....

.....

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Ready Steady Spell!

Add *-ly*, *-ful* or *-ness* to the following words, making sure that you spell them correctly.

nasty .....

happy .....

joking .....

hope .....

active .....

secretive .....

whole .....

explosive .....

proper .....

pain .....

help .....

flavour .....

care .....

mercy .....

Next, put three of the words, each with a different suffix, into sentences, to show that you understand their meaning.

1 (-ly) .....

2 (-ful) .....

3 (-ness) .....

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Ready Steady Spell!

1. Add one of the 'shun' suffixes (*-tion, -sion* and *-cian*) to each of the base words given below:

   1. explode .....
   2. attend .....
   3. subtract .....
   4. confuse .....
   5. contract .....
   6. magic .....

Write three sentences using a different 'shun' suffix in each one.

1. .....
2. .....
3. .....

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Ready Steady Spell!

Fill in the missing suffixes in the passage below with one of the following suffixes: *-ic, -ist, -ary, -ive, -al, -able* or *-ible*.

The guitar_____ was one of the most not____ in the world, but he was not reli____. He agreed to do the concert but asked for a mass_____ fee. He was the most expens_____ guitar_____ in the country, and not everyone agreed that he was worth it. Some of the audience said he was mercen____ and a terr____ player. What they said was aud____ to many others, some of whom went frant___ because they were fanatic____ as far as his music___ talents were concerned.

Write down what you have learnt about deciding whether a word ends with *-ible* or *-able*.

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Ready Steady Spell!

Choose the right word from the box to fit in the sentences below:

1. We have P.E. twice a _____.
2. He was too _____ to get out of bed.
3. It's rude to _____ at people.
4. Don't trip up the top _____ when you go to bed!
5. Pin this list on the _____ in the classroom.
6. I'm _____ with this game!
7. She was _____ out of the room.
8. A dog picked up the _____ of the fox.
9. Is this the _____ to the beach?
10. They _____ their bikes in the park.

weak	stare	board	rode	sent
week	stair	scent	bored	road

Write down the three homophones that you find trickiest.

.....

.....

.....

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Ready Steady Spell!

Spell Puzzle: How quickly can you guess the words that end with *-our*, *-ough*, *-ight* or *-ice*?

Write them in the spaces when you have guessed them.

not heavy → .....

cargo on ships → .....

catches burglars → .....

Sir Galahad was one → .....

Posh, Sporty and girls → .....

a bird has the power of this → .....

cats like to catch them → .....

this means strong → .....

you sometimes get this with a cold → .....

part of a tree → .....

used to make bread → .....

it has 60 minutes → .....

Lastly, highlight or draw around the letter strings in each of the words you have written above.

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Ready Steady Spell!

Complete the grid below with your own examples of words that are best remembered in different ways.

Words within words	Exaggeration (Spellspeaking)	Mnemonics

Write down the three strategies, starting with the one you use most.

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Ready Steady Spell!

Use the Unsounded Consonants Grid below. Add words to the column headed by the unsounded consonant in that word. Use Pupil Sheet 13.2 to help you.

k_____	_h_____	_____b	w_____
knife	whale	thumb	write

Write what you have learnt about remembering how to spell unsounded consonants.

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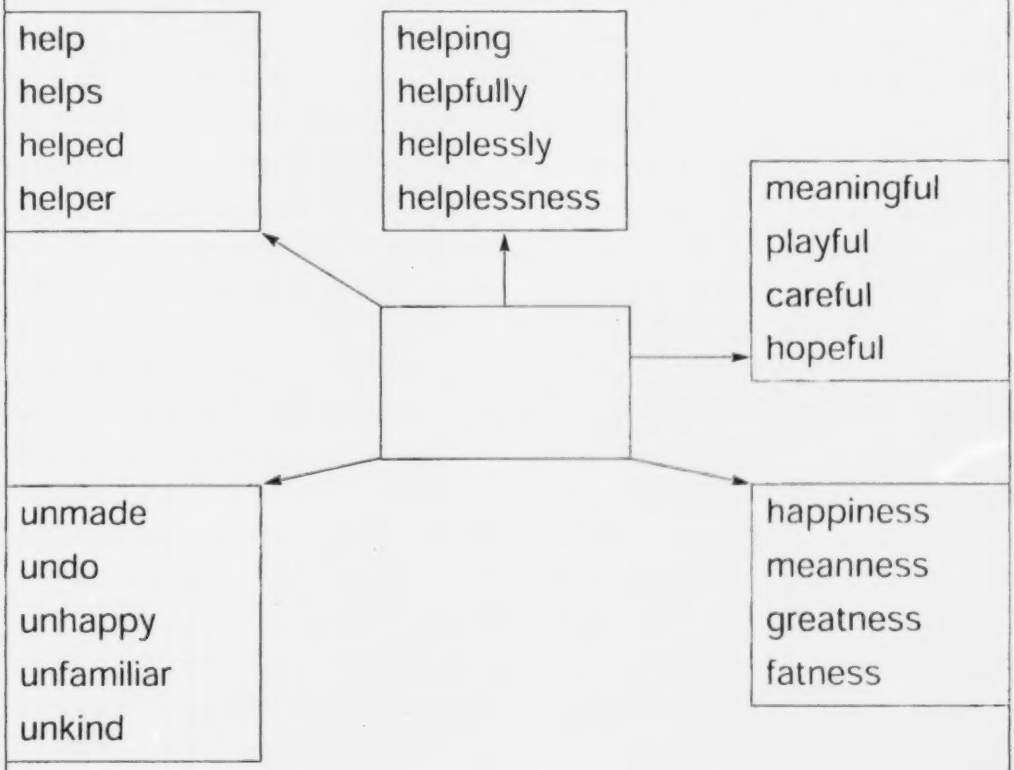
Ready Steady Spell!

Guess the word. Can you work out what the word in the box should be?



Write what you have learnt about word roots and word families.

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Ready Steady Spell!

As a word is read out, write it in the correct quartile below.

Dictionary activity sheet

abcd	efghijkl	mnopqr	stuvwxyz

Write your tricky words in alphabetical order below:

a: _____ b: _____ c: _____

d: _____ e: _____

f: _____ g: _____ h: _____

i: _____ j: _____ k: _____

l: _____ m: _____

n: _____ o: _____ p: _____

q: _____

r: _____ s: _____ t: _____

u: _____ v: _____ w: _____

x,y,z: _____

Write why it helps to know about the quartiles of a dictionary.

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Ready Steady Spell!

its and *it's*

1. Read the passage below and put the apostrophes in wherever necessary.

A dog will always protect its home and its food. If its unsure of a visitor, its hair sometimes stands up on its neck and it growls. Its best not to touch any dog you don't know, in case its old or bad-tempered. Its also a bad idea to get between a dog and its bone or its toys. If you take a dog out for a walk, always take its lead with you just in case its tempted to run away and chase a cat.

2. Now write two sentences of your own, one using *its* and the other using *it's*.

Write what you have learnt about *its* and *it's*.

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Ready Steady Spell!

Give examples of each of the strategies you now know.

Strategy	Examples
phonemes	
syllables	
roots/word families	
analogy	
homophones	
words within words	

Now try to decide on a good strategy for each of these words.

Strategy	Examples
neighbour	
geography	
literature	
there	
definite	
believe	
environment	
conscience	
microscope	

Write down how you decide which strategy to choose when you are not sure about a word.

.....

.....

.....

.....

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Ready Steady Spell!

1. Look at and start to use the Prompt Sheet below.
2. Write about what you have learned.
3. Fill in your personal spelling targets.

These questions can help me work out how to spell a word.

Does the word look right?

Can I find out the tricky parts of the word?

What is the meaning of the word?

Does the word have a prefix or a suffix?

If I say the word slowly, can I hear the phonemes in order?

Can I divide the word into syllables?

If I'm still stuck can I ask someone or look in a dictionary?

Write here some of the things that you have learnt during the unit that will help you as a speller.

.....

.....

.....

Write down your three personal targets for improving your own spelling.

1. .....

.....

2. .....

.....

3. .....

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Spelling – weekly overview

Objectives	Key Terms	Key activities/follow up suggestions
Week 1: sessions 1-3		**During the week the pupils will:**
▪ To learn that most plural nouns ending in hissing, shushing or buzzing sounds end in – es. ▪ To learn that most words ending in – f change to – ves in the plural. ▪ To learn that words ending in –y add –s if the final letter is preceded by a vowel. If the final letter is preceded by a consonant, nouns ending in – y change to – i and add – es. ▪ To learn how to use phonemes to spell tricky words.	**Noun:** name of a thing, person or place **Singular:** only one. **Plural:** more than one. **Vowel:** *a, e, i, o, u* and occasionally y. **Consonants:** letters which are not vowels. **Phoneme:** smallest unit of sound in a word. **Syllable:** each beat in a word.	▪ Explore how plurals are made ▪ Identify the phonemes in words that are tricky to spell. **Follow-up activity:** ** Reinforce the plural spelling conventions in written work and key vocabulary*
Week 2: Sessions 4-6		**During the week the pupils will:**
▪ To learn how to sound out words into syllables. ▪ To learn that, when building on a single syllable word with a vowel before the last consonant, you need to double the last letter. ▪ To learn that antonym prefixes change the meaning of a word so that it means the opposite. *Anti* – means against; *in-, un-, ir-*, and *il-* mean not.	**Syllable:** each beat in a word. **Phoneme:** smallest unit of sound in a word. **Vowel:** *a, e, i, o, u* and occasionally y. **Consonants:** letters which are not vowels. **Antonym:** a word with a meaning opposite to another, for example *light* is the antonym of *dark*.	▪ Learn how to sound out syllables in words and how they are different from phonemes ▪ Learn when building on a single syllable word with a vowel before the last consonant, you need to double the last letter e.g. hop - hopping ▪ Explore the use of antonym prefixes **Follow-up activity** ** Break down subject specific vocabulary into syllables e.g. pho/to/syn/the/sis/* ** Identify the use of antonym prefixes in key vocabulary e.g. anticlockwise*

Week 3: sessions 7-9		During the week the pupils will:
• To learn that the consonant suffix – ly can usually be added without the alteration to the base word, except for words ending in consonant + *y*, which change to *i* and add *–ly* • To learn how to choose and spell suffixes correctly. *-sion* is often used when the base word end in –d –de – s – se *-cian* is often used when base words end in –c (common in occupations). *-tion* is used after the long vowel. • To learn that base words which end in consonants are unchanged when vowel suffixes are added. • To learn that base words drop the final – e or change –y to *–i* before taking a vowel suffix. •	**Consonant:** letter which is not a vowel. **Suffix:** an ending which changes the base word. **Base word:** a word to which suffixes can be added to make new words. (also known as a root word.)	• Explore what happens to the base word when the consonant suffix ly is added e.g actual – actually happy – happily • Learn how to choose between and spell suffixes – sion, - cian, - tion. e.g magic- magician explode – explosion • Explore what happens to the base word when suffixes are added - suffixes used are: -al, -ary, -ist, -ive, - ic, ible, able. NB if you are **able** to do something you usually add - able, if not, add –ible e.g. enjoy – enjoyable horrible **Follow-up activity** ** Identify the use of suffixes in any key vocabulary and refer to conventions exemplified.*
Week 4: sessions 10-12		**During the week the pupils will:**
• To learn the spellings and meanings of common homophones. • To learn to use letter strings (*-our, ough, -ight,* and *–ice*) to help spell unknown words. • To learn strategies for spelling unstressed vowels in polysyllabic words.	**Homophones:** words which have the same sound but a different meaning or spelling. **Analogy:** relating something known to something new. **Letter string:** a sequence of letters. **Unstressed vowels:** vowels which cannot be heard clearly in normal pronunciation. **Mnemonics:** ways of remembering spellings.	• Explore the spelling and meanings of common homophones. E.g two, too and to • Explore how common letter strings can help to spell words. • Identify unstressed vowels in polysyllabic words e.g. wed/nes/day, fam/i/ly • Use analogy and mnemonics to aid own spelling **Follow-up activity** ** Support the pupils with identifying unstressed vowels in subject specific vocabulary* **Identify homophones that may cause confusion* ** Pick up these errors in pupils' written work.* ** Encourage the use of analogy and memory tricks to remember key vocabulary or difficult words.*

Week 5: sessions 13 – 15		During the week the pupils will:
• To learn how to investigate, spell and read words with unsounded consonants. • To learn how to use knowledge of root words and word webs to help spell families of words. • To use dictionaries quickly and effectively.	**Unsounded consonants:** consonants which we do not pronounce. **Root word:** a word to which prefixes and suffixes can be added to make new words. **Quartile:** one of four quarters of a sequence such as a dictionary.	• learn how to investigate, spell and read words with unsounded consonants. E.g. **k**nife, wha**l**e, thum**b**, wri**t**e • learn how to use knowledge of root words and word webs to help spell families of words. E.g. telephone – telephone - telegraph • Learn to use dictionaries quickly and effectively **Follow-up activity** ** When introducing subject specific vocabulary identify any unstressed consonants, word roots, consider related subject vocabulary.* ** Provide the students with dictionaries and encourage them to use them.*
Week 6: sessions 16 -18		**During the week the pupils will:**
• To use the apostrophe to spell shortened forms of words. • To learn to distinguish between it's and its. • To learn how to use a range of spelling strategies. • To learn how to choose appropriate strategies to spell words in own word lists. • To recognise their own problems and progress as spellers.	**Contraction:** shortening a word by missing out letters. **Strategy:** trick or way of remembering something. **Unstressed vowels:** vowels which cannot be heard clearly in normal pronunciation.	• Learn to use the apostrophe to spell shortened forms of words. E.g. do not/ don't • Learn how to use a range of spelling strategies E.g. homophones, words within words, analogy, roots, sounding out phonemes, syllables, mnemonics **Follow-up activity** ** Check the use of the apostrophe for omissions in pupils writing* ** When introducing new subject specific vocabulary encourage the pupils to identify the most appropriate strategies to memorise spelling – see also Literacy across the curriculum training pack – module 4 spelling and vocabulary*

SPELLING

The following pupils in 7 have worked on this Progress Unit and have been learning these skills. Please help them to **recall** and **transfer** them into their reading and writing in your subject.

- **Plurals**

-s, -es, -ves: words ending in -y

- ***Sounding out (strategy)*** *e.g. c-a-t*
- ***Syllabification (strategy)*** *e.g. sy-/lla/-ble*
- **Doubling consonants**
- **Adding antonym prefixes**

prefixes that change meaning of base word to its opposite: **in-, un-, im-, ir-, il-** mean 'not'

- **Consonant suffixes**

-ly and -ily

- **'Shun' suffixes**

-tion, -sion, -cian

- **Vowel suffixes**

-al, -ary, -ic, -ist, -ive, -able, -ible

- **Homophones**

same sound - different meaning and/or spelling

- ***Analogy and letter strings (strategy)***

groups of words which are in related "families" -our, -ough, -ight, -ice

- **Unstressed vowels and *mnemonics (memory tricks) (strategy)***

in polysyllabic words

- **Unvoiced consonants**

(unsounded or 'silent' letters) k,h,b,w

- ***Root words (strategy)***

where words are related in spelling and meaning/origin and their meanings to help spelling; word webs

- ***Using a dictionary (strategy)***

using quartiles to increase speed and efficiency

- **Apostrophes of omission**

in shortened forms of words to represent missing letters (e.g. *wouldn't*)

PUPIL ..... TEACHER .....

SPELLING	yes	some-times	not yet
Plurals: can add **-s, -es, -ves**: pluralise words ending in **-y**			
Uses sounding out (strategy*) to help spelling			
Uses syllabification (strategy*) to help spelling			
Doubles consonants - after short vowel (e.g. tipping)			
Antonym prefixes Uses prefixes that change meaning of base word to its opposite: **in-. un-, im-, ir-, il-** meaning 'not'			
Consonant suffixes can add **-ly and -ily**			
Shun' suffixes can distinguish **-tion, - sion, - cian**			
Vowel suffixes can add **-al, -ary, -ic, -ist, -ive, -able, -ible**			
Homophones Understands they have same sound - different meaning and/or spelling. Can distinguish between the most common			
Uses analogy and letter strings (strategy*) to help spelling **e.g. *-our, -ough, -ight, -ice***			
Unstressed vowels - ***uses mnemonics (strategy*)*** Has strategies for tricky bits in polysyllabic words (e.g. business)			
Uses root words (strategy*) Can use knowledge of root words and their meanings to help spelling			
Using a dictionary (strategy*) Uses quartiles to increase speed and efficiency			
Apostrophes of omission Uses accurately in shortened forms of words to represent missing letters (e.g. wouldn't)			
Spelling strategies* Can review full range of strategies, choosing and using appropriately Can recognise own spelling problem Can identify 'tricky bits' and recognise progress toward accurate spelling			

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